

# CURRICULUM GUIDE FOR SOCIAL STUDIES and LANGUAGE

Grades Eight and Nine  
(Interim)



PROVINCE OF ALBERTA  
DEPARTMENT OF EDUCATION

SEPTEMBER, 1966

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# P R E F A C E

## To This Edition

The interim curriculum guide in **social studies**, Grades VIII and IX, has been modified to provide correct page references to the recently revised primary reference in these grades. No significant changes have been made in the structure of the course.

The interim guide in **language** is concerned with the objectives and scope of the Grade VIII and Grade IX language program. No attempt is made to suggest specific integration with other subjects; rather the intent is such that each teacher may adapt his language program to the needs and abilities of his classes.

Teachers may wish to refer to the 1963 edition of the Social Studies-Language Guide for suggestions and ideas which they may find useful.

Further suggestions for the teaching of language may be found in the Interim Curriculum for Language, Grade VII, 1966.

It is expected that in September, 1967 there will be issued an Interim Curriculum Guide for Language, Grade VII and Grade VIII, and in September, 1968 the complete guide for the three grades, VII, VIII and IX. Similar publications will be issued for Social Studies.

**Please keep this guide for use in Grade IX during 1967-68**

# ACKNOWLEDGEMENT

The Department of Education acknowledges with appreciation the contributions of various former subcommittees to the preparation of the Curriculum Guide for Social Studies. This edition of the guide has been revised by the Subcommittee on Junior High School Social Studies under the guidance of the Junior High School Curriculum Committee.

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# I THE JUNIOR HIGH SCHOOL COURSE AND THE TOTAL PROGRAM

"The general objective of social education is to develop citizens who (1) understand our changing society; (2) possess a sound frame-work of values and ideals which indicate what ought to be, set goals for the individual and give a direction to his action; and (3) have the necessary competence — skills and abilities — to participate in group living in such ways as to make changes in the direction of the desired values and ideals."\*

In the Unit Outlines of this book the suggested specific objectives are side by side with the grid for each unit. Before teaching a unit of work the teacher has always ensured that he is thoroughly acquainted with its content. **It is equally important that the teacher should know well the objectives to be achieved.** It becomes doubly important as he realizes more and more clearly that learning is a dynamic process affecting the whole personality.

A word of warning may be timely here. In those objectives that deal with understandings, it might appear logical to put the generalizations before the pupils to assure their grasp of these. But this would defeat the very purpose of the new approach. The generalizations are **to be deduced from the content** and thus give a rich and meaningful experience in critical thinking. Children in the junior high school need much help in the form of thought-provoking questions in order to be able to draw reasonable conclusions, but as they advance from one unit of work to the next, their ability to do so should be increased.

Continuity and logical order are important if one is to achieve the desired objectives and, at the same time, avoid a mere dull repetition of subject matter. The scope and sequence pattern is designed to do this by providing different fields of experience for the work of each succeeding school year. The objectives are repeated against this changing background so that the retention of generalizations, skills, abilities, and attitudes is assured.

The scope and sequence pattern appears first in the Enterprise for the elementary school. It continues as the framework of the Social Studies program throughout the junior and senior high school grades. Thus, within the area of problems arising from universal human needs, themes are selected and arranged in the order of child interest and comprehension. The scope and sequence pattern for Social Studies in each of the twelve grades illustrates this statement.

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\* Quillen and Hanna, *Education for Social Competence*, Scott, Foresman and Company, p. 55.

In order to fulfil the purpose of the scope and sequence pattern it will be readily understood that all units of a year's work must be studied. The suggested times for the various units of the junior high school program outlined here may be exceeded slightly. **However, where time seems short, rather than to omit a unit it would be better to sacrifice some detail and retain the pattern.**

An examination of the scope and sequence chart will show that the content of the Grade VII course is concerned, as in the previous program, with Canada and Canadians. This material lends itself admirably to the pursuit of the immediate interests of the pupil — himself and his environment. In the elementary school grades the study of broad aspects of the Canadian story has paved the way for this more specific approach. The child is now ready to inquire into Canada's unique position — a country of large resources, small population, dual heritage — and to examine the problems arising out of these conditions. The study will, in turn, lay the foundation for a consideration later on of the modern problems of other countries and Canada's place among the nations of the world. (See Scope and Sequence Chart.) In Grade VIII the pupil is still interested in himself and his environment, but the latter has expanded to include more distant scenes and peoples. His broadening interests are met through the intensive study of the Commonwealth of which he is a part. In Grade IX, the Social Studies course includes other regions, particularly the Western World, in which Canada plays an increasingly important role. The studies to be carried on in the third year of junior high school are designed to help the pupil to appreciate Canada's place in the world and her relationships with neighbors within the Western World. This study should further stimulate the pupil's interest so that he will be constantly alert to the significance of geographical factors and social events and relationships.

## Current Events

No specific reference is made in the grid outlines to current affairs. However, it is intended that **pertinent current events will form an integral part of social studies.** This can be achieved in a natural way in each unit of the three grades since our point of departure is the present and what happens today will be history tomorrow. Again, direction is needed if good use is to be made of current affairs or news. In Grade VII it seems advisable to introduce news which is closely related to the unit of study. When Unit I is studied in September, crop reports are found in the newspaper.

# ELEMENTARY SOCIAL STUDIES - ENTERPRISE - GRADE I - VI

| SCOPE FOR EACH TOPIC   | GRADE I | GRADE II | MAJOR EMPHASIS ON  |              |                                     |                  | GRADE III   |                               | GRADE IV      | GRADE V        | GRADE VI |
|--|---------|----------|--------------------|--------------|-------------------------------------|------------------|-------------|-------------------------------|---------------|----------------|----------|
|  |         |          | PRIMITIVE CULTURES | PIONEER LIFE | DISCOVERY AND EXPLORATION OF CANADA | LIFE IN THE PAST | History (A) | Economics and Social Life (B) | Geography (C) | Technology (D) |          |
| Problems arising from universal human needs which should serve to guide the development of any topic.  |         |          |                    |              |                                     |                  |             |                               |               |                |          |
| 1. Getting and preparing food.   |         |          |                    |              |                                     |                  |             |                               |               |                |          |
| 2. Providing shelter.  |         |          |                    |              |                                     |                  |             |                               |               |                |          |
| 3. Providing clothing.   |         |          |                    |              |                                     |                  |             |                               |               |                |          |
| 4. Transporting and communicating.   |         |          |                    |              |                                     |                  |             |                               |               |                |          |
| 5. Guarding health, welfare and safety   |         |          |                    |              |                                     |                  |             |                               |               |                |          |
| 6. Governing and protecting.   |         |          |                    |              |                                     |                  |             |                               |               |                |          |
| 7. Observing and conserving nature.  |         |          |                    |              |                                     |                  |             |                               |               |                |          |
| 8. Educating for adult duties and jobs.  |         |          |                    |              |                                     |                  |             |                               |               |                |          |
| 9. Enjoying recreation, play, and leisure.   |         |          |                    |              |                                     |                  |             |                               |               |                |          |
| 10. Expressing ideals through religion and art.  |         |          |                    |              |                                     |                  |             |                               |               |                |          |
| <b>NOTE:</b> Related current events will be part of the course in all grades. <b>FOUR TOPICS, ONE FROM EACH SECTION, COMPRISE A MINIMUM YEAR'S WORK.</b> |         |          |                    |              |                                     |                  |             |                               |               |                |          |
| <b>N.B.</b> (1) Sectional headings are not intended to serve as study topics. (2) The order of treatment of sections is entirely optional.               |         |          |                    |              |                                     |                  |             |                               |               |                |          |



# SEQUENCE BY GRADES

|  | Grade VII  | Grade VIII   | Grade IX   | Grade X   | Grade XI   | Grade XII   |
|--|--|--|--|---|--|---|
|  | Development of Canadian Culture  | Canada and the Commonwealth  | Canada in the Western World  | Ancient Origins of Canadian Civilization  | Modern Background of Canadian Civilization   | Problems of Canadian Citizenship  |
| SCOPE:<br>1. Production and distribution of goods;<br>Transportation and communications. | 1. How living in Canada has been influenced by the physical environment.<br>2. How opportunities for work have attracted many settlers.  | 1. The geography of the Commonwealth.<br>2. The problems and achievements of Commonwealth trade.   | 1. How environment affects living.<br>2. How industrial expansion has led to labor and business organization.  | 1. How geography influenced early civilizations.<br>2. Influence of trade on early civilizations.   | 1. Expansion of habitable and productive areas since the beginning of the modern age.<br>2. The effect of science on our economic life.  | 1. Political and economic geography of Canada.<br>2. Problems of Canada's international trade.  |
| 2. Institutions and social organizations.  | 3. How our early pioneers established a Canadian nation and culture.<br>4. How Western communities were settled and their culture developed.<br>5. How Canadian communities direct their affairs democratically. | 3. How the Commonwealth came into being.<br>4. How Canadian institutions have been modeled on British institutions.<br>5. How Britain developed a democratic government. | 3. How American cultures were developed through European settlement.<br>4. How industry is affecting home and community living.<br>5. How we carry on democratic government in Canada. | 3. Movement of peoples in the ancient and medieval world.<br>4. Development of democratic government.<br>5. How the family influenced early civilization. | 3. Rise of nationalism; expansion of European empires.<br>4. Development of a democratic institutions in Britain and the United States.<br>5. Social enlightenment and reform. | 3. World history since 1900 with emphasis on Canada.<br>4. How Canada is governed: legislative, executive, judiciary.<br>5. Canadian social legislation and what it means to Canadians. |
| 3. Ideals and individual development; cultural development                               |  | 6. How British cultural influences on Canada have been modified by those of America.   | 6. How our homes and communities provide for man's cultural needs.   | 6. The Christian Church and its contribution to our civilization.   | 6. Background cultural and religious developments.   | 6. Manifestations of Canadian culture.  |

The study of Unit II will be enlivened by news concerning old and new industries. In fact, news pertinent to each unit will be available.

Similarly, in Grade VIII the emphasis will be placed on news related to the unit being studied. The nature of the course, Canada and its relations within the Commonwealth, will provide a desirable progression towards the interest in world events which the scope of the Grade IX program demands. It may be advisable in Grade IX to place more emphasis on the study of current affairs. This would carry the student beyond the study of current events pertinent only to the unit. For example it should be noted that there is no reference to the United Nations in the grid outlines of the Grade IX course. Since the activities of this organization are persistently in the news, the class would want to know more about its history and structure. The teacher might devote several lessons to explain the United Nations in terms that the class can understand. Thus, one or two lessons about the United Nations would be followed by a searching of the news on the part of pupils and the gathering and discussion of items relating to its activities. In the same way formal lessons would prepare the way for a sustained interest in world trade conferences. In regard to the use of press clippings, the teacher may set the pace by occasion-

ally pasting an item on the bulletin board, or there may be a news committee of which the teacher is a member. The whole class will soon be on the alert to find news which has a bearing on the work in hand, and the personnel of the committee may be changed frequently. This method does not preclude a weekly discussion period to deal with outstanding events concerning ourselves, our neighbors, or the world. It merely ensures that during the years following junior high school the pupil's interest in current affairs will gradually move in broader and deeper channels and that diffusion of interest will be accompanied by discrimination.

In current events discussions it will be well to keep three general objectives in mind. Important current events should be discussed with historical background even if the topics of this course do not include the needed historical approach. Significant events which affect the lives of large groups of people, rather than trivial incidents, should form the basis of the discussions. Finally, a study of maps should be part of this work — to find the places named in the news, and to provide a more intelligent basis for their consideration:

References— World Affairs  
Junior Scholastic

## II TECHNIQUES

Of all subjects in the junior high school, social studies seems to present the greatest difficulty to teachers in the matter of techniques. For the guidance of the young teacher and the experienced teacher who still expresses concern with his techniques in social studies, the following suggestions may be of value. It must be emphasized that these techniques are suggestive and in no sense authoritative and exhaustive. They have been tested in classroom situations and are in line with the underlying philosophy of the course. Nevertheless, the versatile teacher will develop techniques adapted to the class or to his own viewpoints which may be substantially different from those outlined. **Any technique needs to be reviewed and evaluated frequently** in terms of the objectives of the course. Teachers are urged to study objectives carefully as the best means towards professional growth in the field of social studies.

### Organizing a Unit — The Overview

At the beginning of each problem the teacher and class should spend from three to six periods on an overview of the complete unit (the words "problem" and "unit" or "unit of work" are used interchangeably). During these periods the teacher's objectives should be:

- (1) to make an inventory of knowledge that the class already possesses about the unit;
- (2) to relate the problem to the main theme and to current affairs,
- (3) to develop a bird's-eye view of the complete scope of the problem, and
- (4) to plan a method of attack.

The usual procedure is that of teacher-directed discussion lessons. At the end of the overview one might reasonably expect a child to know the broad outlines of the problem, its significance in our world of today, and the proposed method of development.

The type of overview is, of course, dependent on the size of the class and the nature of the classroom. With reasonably large classes in graded rooms the overview might be developed in full detail on the blackboard. Through discussion and teaching, the scope of the unit as set out in the Scope and Sequence Chart could be outlined and form a page or two of the student's notebook. In the smaller classes of the rural school the overview, though no less important, may be less extensive.

Since a unit of work is never wholly new, a variation from the traditional types of introduction may be achieved through the use of a comprehensive quiz. The questions should be designed so that short answers will suffice and interest in the study of the unit will be aroused. In other words, the child will experience satisfaction

from the opportunity to use knowledge which he already possesses and his curiosity will be stimulated with regard to information which he lacks.

### Topics For Pupil Investigation

Possible topics or problems for pupil investigation will probably arise from the overview. The teacher may invite the class to suggest topics and will suggest topics himself, all of which should be listed for choice when committees have been organized. A few guiding principles will assist the teacher in getting the right type of investigative problems. The Suggested Activities which form part of the grid for each unit in Part III will also be of assistance here. **Topics should be clear cut and definite in scope**; they should not involve too extensive a survey. Further, **their choice should be dictated by available source material**. There is little point in assigning a topic about which the only written information available is in the pupils' textbooks.

### Committee Work — Organization and Extent

The next step in the development of a problem is the organization of pupil committees. The formality of this procedure depends on the size of the class. With a group of three or four, the whole class may constitute a committee; in larger groups such matters as leadership, personnel, size, must be considered. (Experience would indicate that the best committee size is from three to five pupils.) Each committee should have a chairman and a secretary. These committee officials may be teacher-appointed or pupil-elected; grouping of children in committees should be handled similarly. It seems advisable to change leadership with each problem and to regroup committees occasionally. In large classes committee personnel will rarely continue the same. A certain freedom in choice of topic or investigative program is recommended for each committee.

Generally speaking a small class with one or two committees (six to eight pupils) should not attempt more than one or two topics for committee investigation throughout the entire scope of the problem. Frequently teachers of small groups attempt to do as many committee topics as would be done with larger classes. This means too much research with its resulting ineffective reporting and confusion of thought.

With larger classes there is a corresponding increase in the total number of pupil reports. A class of twenty pupils with six committees might report on six topics throughout the scope of the problem. Very rarely, as far as Grade VII and VIII courses are concerned, should any committee be asked to report more than once in the unit. Those topics not covered by pupil investigation



and reporting, become, as has been suggested, the direct responsibility of the teacher.

### **Preparation of Reports**

Following the organization of committees and the choice of reports comes the **period of planning, reading, and co-ordination of material**. The division of a topic into its component parts may well be discussed by the class as a whole at first. Through such discussion during the course of the Grade VII program the pupils will see that there is a basic pattern for a report of a certain type. Following the preparatory discussion all the members in the committee will engage in the work of finding information. This will insure that each member of the committee will have a background of general knowledge about his topic. Then one or two committee meetings will suffice for the allocation of responsibility. The teacher should sit in with each committee at this stage, offering any necessary suggestions. That the teacher is a member of each committee cannot be too frequently emphasized. Guidance in accordance with the abilities of the group must be given. **The teacher must accept responsibility with the rest of the committee for the success or failure of the work undertaken.**

After the planning meetings, the pupils commence research for information relevant to the topic or problem of the committee. In graded classrooms a few of the regular social studies periods may be devoted to this research phase. However, if the supply of source material does not warrant this arrangement, one or two committees may carry on research while the rest of the class devotes its time to the preparation of maps or other preliminary work pertinent to the problem. In small classes research reading should be done in the work periods so liberally available in rural schools. The success of these periods is directly dependent on two factors: supply of source material, and organization to facilitate the search for information. The better the library the more abundant are the opportunities for research. Even with an adequate library, however, the teacher must be prepared to assist pupils in their survey reading. This presupposes a knowledge of the books on his part, as well as the ability to give definite directions for securing information. In larger classes, teachers find a card index system with reference lists of material on various topics of great value. **Good library practice is essential.**

A child should be encouraged to read as widely as his particular phase of the research problem as possible. Too frequently children take from the first book they read information which, in their opinion, is adequate as an answer to the problem. Part of the value in this work is that of checking one source of information against another, the objective being to develop a habit of reading the printed word with critical appraisal. Such

questions as these are pertinent: What is the source of this information? What does this author say of this? How does this fact or opinion check with the one expressed here? Children should be encouraged to evaluate what they read in terms of its validity and bias. It is not suggested that judgments will be of a particularly high quality; all that one expects is the establishment of a certain discriminating quality in reading. With the quantities of printed information in the world today, much of it intended to plead special causes, it would seem that **forming habits for the critical appraisal of written material is essential training for effective citizenship.**

Certain skills are basic to success in research. Teachers of social studies who find their classes unable to find information, or to read it intelligently when discovered, should consider it their duty to give the requisite training for improvement. The ability to use indexes, for instance, is indispensable. Further, the research involved in social studies requires specific types of reading skills. Pupils should be able to scan a page quickly for pertinent information; they should be capable of determining the central thought and the general meaning of a paragraph and occasionally be prepared to read for detailed information. Many classes require intensive courses in remedial reading to assure success in their social studies. This does not imply that the research technique is at fault; rather a teaching problem is presented which must be solved before such a technique can be wholly effective.

Allied with the requisite skill of reading is that of expression. Too frequently children copy material verbatim from source books with no attempt at selection. Special training is required in summarizing material and in co-ordinating information from various sources into a piece of effective expression.

Following these periods of research reading, the committees must meet again to draw together the information they have gathered, to prepare in final form some type of committee report, to check an illustrative material and to determine the method of delivery. Small classes may do this quite informally during the period of research; larger classes will require special opportunities for these committee meetings. Here again the teacher must lend his assistance in the co-ordination of material. The success of a report is frequently determined by what is omitted rather than what is included. Children are inclined to embody all types of information whether pertinent or not, and frequently the contributions of various members may overlap. Judgment is required in eliminating material. Such decisions should be arrived at through committee discussion.

Experience would indicate the following suggestions to be significant in building good reports. No report should take longer than ten minutes to deliver; terse

and pointed reports are generally more effective for teaching purposes. The booklet is a useful device as a final form for the committee's efforts. These booklets may include an attractive cover, a title page with the membership of the committee indicated, the body of the report either typewritten or in long-hand, pictures relevant to the topic, and a bibliography of the books consulted. The booklet has the advantage of serving both as a culmination of the group's activity and as a source of material for the other members of the class. The best of these may become part of a pamphlet library in the classroom, or they may be used as models for succeeding classes. **Illustrative materials such as charts, pictures, diagrams, etc., enhance the value of a report, making it more pointed and vivid.**

The actual experience of delivering the report is very important from the point of view of the individual pupil. Planning, through discussion, of desirable ways of making the delivery of the report easy and effective is essential. To strike a happy balance between reporting which sounds like a piece of memorization and that which is merely an exercise in oral reading is the aim which should be kept in view. Here again an important factor will be the use of forms of expression which the pupil clearly understands.

### **Delivery of Reports**

After the committees have spent from five to eight days in the preparation of their surveys, the period of reporting commences. Generally speaking, a full period should be devoted to the report of one committee. Here again the teacher must be prepared to supplement material and to direct discussion at the end of each presentation.

The delivery of a report presupposes an audience, a factor presenting a real problem for small classes. There is no reason, however, why Division II, in the rural school, may not be invited to serve as an audience when the membership in Junior High School is limited to three or four pupils. Children should have the experience of delivering reports if at all feasible. The successful report is not read. The pupil should be able to give an oral report with the aid of a few notes. In fact **all the rules implicit in good oral expression are applicable.** This type of training to a considerable extent has taken the place of what was hitherto known as oral composition.

The presentation of the entire project usually produces the best results. One effective method of group delivery is to seat the committee around a table at the front of the room with the chairman in charge. Illustrative material should be placed on a bulletin board accessible to the reporting group. The chairman then calls on each committee member in turn for his contribution

to the panel. The summary or outline of the report may have been placed on the blackboard previously. At the end of the report there should be an opportunity for questioning from the class with the chairman still in charge. Committees should be encouraged to prepare little tests on the material delivered. The class is expected to give its full attention during the delivery, to make brief notes and to participate in discussion following it. The audience must be held responsible for some knowledge of the information embodied in the report. Further, the class may be asked to evaluate the effectiveness of the report with respect to its preparation and presentation. The committee or the teacher may well give outlines but **never dictate notes.** Each member of the class should be expected to write a brief summary of the main points in his loose-leaf notebook. A very effective method of improving oral presentations such as reports, oral panels, open forums, and class discussions is the previous selection of a committee whose particular responsibility it will be to note all errors and report on them **at the conclusion.** The role of the teacher in **clarifying and summarizing information is again stressed.**

### **Notes and Notebooks**

Pupils must be taught how to make notes. The notebook should be the pupil's own record of his year's work. The notebook should contain carefully written and corrected essays, summaries of reading and reports, news, definitions, vocabularies, cartoons, maps, precis of forums, debates, and panel discussions.

Although some over-conscientious pupils spend too much time making beautiful notebooks, a good notebook is very valuable for review purposes.

### **Individual Differences**

Teachers frequently complain that all members of a committee do not contribute equally in effort and that often the report is the work of one student only. It should be recognized that in every committee pupils will vary in ability and industry. Group activity should meet individual differences to the extent that each member contributes according to his capacity. A child, for instance, with a flair for art might elect to organize the illustrative material; another might make the booklet and do the typing. The teacher must bear in mind, however, that all children ought to be encouraged to do some survey reading. To repeat, the teacher as a member of each committee must be prepared to see that every child participates in the work of his committee to the fullest degree of his ability. For students possessing exceptional ability, more extensive and intensive investigation and more creative thinking and doing should be encouraged. These are the potential leaders of society.



## Function of the Teacher

Reference has been made throughout the above paragraphs to the part played by the teacher in the development of the problem. As suggested, he must introduce the problem through the overview, and participate actively in the planning and execution of each committee project. At the end of the delivered report the teacher should be prepared to direct discussion on the topic dealt with and to **add any additional information** that seems pertinent. He may even find it necessary if the report has not been particularly effective to **reteach the topic completely**.

Regardless of the size of the class, the teacher will need to do a substantial amount of formal teaching of the problem. The details of the problem not dealt with by pupil investigation must be taught, and this teaching goes on while the research is in progress. There is need, as well, for frequent reviews of accumulated information and for frequent discussions of the relationship of this information to the main problem.

Practice or purposeful drill directed by the teacher is necessary to ensure a better grasp and firmer retention of information, and to assist children to form good study habits. Although learning should be interesting in that children should work happily and enthusiastically, it cannot necessarily be easy; therefore practice or drill must have a prominent place in the program.

Pupils should keep graphs of their own progress as measured by their accomplishments in all phases of their social studies work. The study units in **Reading for Meaning**, weekly spelling practice, map work, and compositions in paragraph form may each be marked so as to provide a graphical chart of progress. The pupils should take an increasing responsibility for their own progress.

How much pupil activity there should be in dealing with a problem occasions concern for many teachers. Classroom practice ranges from none to a complete development by pupil reporting. Either extreme seems undesirable. The proportion of teacher to pupil activity should be determined by such factors as the size of the class, the nature of the problem, and the ability of the class in the basic skills in reading and expression.

It is very difficult to set down exact percentages of the social studies time used for each type of procedure — formal teaching, socialized procedures, testing, etc. Successful teachers probably approximate the following:

- Formal teaching ..... 50%
- When it is desirable to motivate a new unit.
- When material is unobtainable.
- When material is too difficult for the child's reading level.

When teaching a needed skill.

When reviewing or drilling.

When summing up material.

When the teacher has the personal background to add information that is not easily obtainable.

When it is desirable to save time in order to cover a selected body of material.

Socialized procedures, including—

investigation

reporting

class discussions

panel discussions

open forums

debates

field trips ..... 40%

Testing ..... 10%

## Development Of Critical Thinking — The Open Forum and Class Discussions

It is not expected that pupils in Grade VII, VIII, and IX will develop any ultimate facility, accuracy, and adequacy in thinking. But despite their immaturity, their lack of comprehensive knowledge, and the complexity of social problems, pupils can be trained to recognize a problem, search for facts, form conclusions, and test their judgments. This is more difficult than in science because of the time factor, the impossibility of isolating the problem, the difficulty of securing accurate information, and all the factors of prejudice and misinterpretation. Nevertheless, pupils should develop the habit and the techniques of thinking. As their capacity for thinking increases so the quality of their thinking will improve.

The significance of the problems approach to social studies is seen when one considers training for the development of reflective thinking. The problem is presented, facts are sought, and conclusions are tested by various types of group discussion. Facts are undoubtedly of importance; without them no reliable thinking could take place. But the interpretation of facts is even more important and must be emphasized in the educative process. Hence the stress today on problems to be solved and fact gathering in terms of their solution. The emphasis falls on the "why" equally with the "what".

The importance of group discussion techniques is apparent when the testing of thought is considered. Probably the most useful of these techniques is the discussion lesson directed by the teacher. Hence the teacher who strives to be effective must develop a facility for questioning that will promote good group thinking. Skillful questioning is not often spontaneous. It is the result of careful planning, having in mind both the group and the objectives of the discussion. The teacher prepares such a lesson as carefully as one involving the



formal presentation of factual material. With small groups this discussion period may be informal and not always confined to social studies periods. With large classes such periods form an integral part of the development of each problem.

The **open forum** and the **panel discussion** are recommended group techniques. With the open forum the class as a whole participates under the chairmanship of a student. The panel discussion is usually confined to a group of three to six who develop the discussion before it is thrown open to the entire class. Suitable topics for forum discussions are suggested in the grid. The best type of topic is one that develops from the problem and about which considerable information has been accumulated. Pupils' attention should be drawn to the many types of forums heard over the air, most of which are good examples of group thinking. Every effort should be made to have all sides of every question considered without prejudice and without taking sides.

It should be repeated that one does not expect from a class in junior high school social studies brilliant

thinking about social problems. We are primarily interested in developing a technique of thinking and in establishing habits productive of clear thought. The assumption is that the best way to learn to think well is by frequent and well directed exercise of the problem-solving process.

The teacher should take note that the advantages of the socialized procedures include:

1. training in leadership,
2. development of a spirit of co-operation,
3. encouragement of clear thinking,
4. provision for self-expression.

These advantages, unless the procedures are skilfully applied and are carefully controlled by the teacher, may be outweighed by the following disadvantages:

1. superficiality—lack of mastery of factual material,
2. desultory discussion,
3. futile off-the-subject discussion,
4. domination by a few assertive pupils.

### III EVALUATION

Once a school has determined its objectives and has decided upon the means through which those objectives may be achieved, it must set up ways of ascertaining progress towards the chosen goals. The process of gathering and interpreting evidence of the changes in behavior of students as they progress through school is called evaluation. Here are some points to help clarify the concept of evaluation:

1. **Evaluation must be in terms of objectives.** If the objective is the mere acquisition of information, then it would be reasonable to construct pencil and paper tests that would constitute the whole measurement program. In the junior high school social studies program the suggested specific objectives are much more comprehensive and therefore require varied techniques. These techniques are suggested by wording the goals in terms of pupil behavior. For example, in Unit I, Grade VII, Specific Objective 9 ("The child should show that he has acquired an attitude of intelligent loyalty towards Canada") the teacher might make anecdotal records of instances in which the pupil showed, orally or in writing, his attitude towards Canada.
2. **Evaluation includes all the means of collecting evidence on pupil behavior.** Examples of these are given below:
  - (a) Pencil and paper tests of facts leading to generalizations evolved from the facts studied, of new facts which may be deduced from the generalizations obtained. These tests might include both objective and essay type examinations.
  - (b) Oral tests which evaluate not only knowledge and understanding, but skill in oral presentation.
  - (c) Anecdotal records of pupil behavior in the classroom and on the playground. The teacher writes down evidence of pupil behavior which may be indicative of his attitudes. These notes are assembled under the pupil's name. On re-reading all these notes, the teacher acquires a more objective view of the pupil's behavior pattern.
  - (d) Time sampling. This is a technique whereby the teacher watches a student for a pre-determined period of time and records his behavior. It is of most value when the situation is not teacher-dominated, and when the pupil does not know that he is being observed.
  - (e) Autobiographies, diaries, essays, letters, poems. These give evidence not only of a pupil's skill in expression, but also of his attitudes, appreciations, originality, and creativeness.
3. **Evaluation is more concerned with the growth which the pupil has made than with comparing one pupil with the others in his class or the class with national norms.** Competition for "class standings" can only result in discouragement and frustration for the slow pupil, whereas the one that "stands first" may develop smugness, snobbishness, or indolence. Ex-

trinsic motivation can be dangerous. On the other hand, with proper intrinsic motivation, each pupil should be working very close to his capacity.

4. **Evaluation is a continuous process.** It should go on throughout each unit of work. No longer can the teacher afford to leave evaluation procedures until "the end of the month," or the "June examinations". Evaluation is an integral part of the teaching-learning process. Each new item of information about a pupil should result in a diagnosis of his difficulty and should suggest procedures for resolving his problem.
5. **Evaluation is descriptive as well as quantitative.** Some aspects of pupil growth cannot be expressed in quantitative terms, but are nevertheless important. The teacher must be constantly alert to question the value or meaning of a quantitative score.
6. **Evaluation is a co-operative process involving teachers, parents, and pupils.** Reports to parents should be frequent, comprehensive and honest. They should be followed by teacher-parent-pupil conferences, as often as time will allow. In departmentalized schools there should be staff conferences of all those teachers dealing with the pupil as need arises. Pupils should be encouraged to develop objective techniques of self-evaluation. An exercise which is to be submitted to the teacher should first be compared with a previous similar piece of work. In the case of a map, the pupil will compare neatness and accuracy of detail. In the writing of a paragraph he will try to assess the strength of opening and concluding sentences and to determine whether or not he has achieved a desirable variety of sentence structure. The comments of the teacher on previous exercises will serve as a guide to the pupil in such self-evaluation.
7. **A good evaluation program should lead to:**
  - (a) Adaptation of the social studies program to the needs of the class and of the individuals in the class.
  - (b) Closer relationship between home and school.
  - (c) Greater emphasis on the attainment of specific objectives.
  - (d) Better understanding of the objectives of the social studies on the part of the public.

#### REFERENCES FOR THE TEACHER

1. Quillen and Hanna, *EDUCATION FOR SOCIAL COMPETENCE*, (Chicago), Scott Foresman, 1948, 572 pp.
2. Johnson, *THEORY AND PRACTICE OF THE SOCIAL STUDIES*, MacMillan, 1956, 476 pp.
3. Bining and Bining, *TEACHING THE SOCIAL STUDIES IN SECONDARY SCHOOLS*, 1952 edition, McGraw-Hill, 350 pp.
4. Wrightstone, Justman and Robbins, *EVALUATION IN MODERN EDUCATION*, American Book Co., 1956, 481 pp.

## UNIT OUTLINES FOR GRADE VIII

**Note: Teachers may prefer to combine Units IV and VI**

# CANADA AND THE COMMONWEALTH

## UNIT ONE – THE GEOGRAPHY OF THE COMMONWEALTH

### Point Of View

This unit is related to Unit I of Grade VII. Since the class has already made a study of the Grade VII unit, the objectives which the pupil has attained could be the basis for the study of this unit.

This unit may be introduced by a class discussion on the immensity of the Commonwealth. The pupils should support their deductions by references to the map of the world and other audio-visual aids. The attention of the class should be drawn to the location of the various parts of this great community of nations giving rise to a variety of climates and products.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in column two refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

### GRADE VIII, UNIT I

#### Understandings

The child should show that he has acquired the generalization that:

1. The physical features, resources, and climate of each area of the British Commonwealth influence and limit the life of the people in those areas.
2. Vast and varied resources are found within the British Commonwealth.
3. Climate, natural resources, and geographical position have given the British Isles an advantage over other parts of the Commonwealth insofar as manufacturing is concerned.

#### Skills, Abilities, Habits

The child should show that he has acquired:

4. An increased ability to communicate effectively the ideas he has formed with regard to the British Commonwealth.

### SPECIFIC OBJECTIVES

#### References

##### PRIMARY REFERENCES

- THE COMMONWEALTH OF NATIONS, McDougall and Moore. (1966)  
THE MODERN COMMONWEALTH, Kostek, Braund and Woods.

##### SECONDARY REFERENCES

- NEW WORLD GEOGRAPHY FOR CANADIAN SCHOOLS, Denton and Lord.  
THE WORLD—A GENERAL GEOGRAPHY, Stamp and Kimble.  
THE BRITISH COMMONWEALTH AND EMPIRE, Masfield.  
AUSTRALIA AND NEW ZEALAND, Irwin and Irwin.  
CANADA, The Official Handbook.  
SOCIAL STUDIES GRADE VIII STUDY GUIDE  
LANDS OVERSEAS, Carswell et al.

##### NOTE CONCERNING REFERENCES

In the grid, page references are given as follows:

- I. THE COMMONWEALTH OF NATIONS; E.g. (1-94 - 97).
- II. THE MODERN COMMONWEALTH; E.g. (11-6 - 22).

5. The ability to make a complete statement containing at least one subordinate idea.
6. Increased skill in the reading of the atlas, globe, map, chart, and longitude.
7. Skill in constructing maps of the British Commonwealth (using outlines if available) to different scales.
8. The habit of selecting from newspapers and magazines items significant to an understanding of the British Commonwealth of Nations.

#### Attitudes

The child should show that he has acquired:

9. An attitude of intelligent loyalty toward the British Commonwealth.
10. An attitude of curiosity regarding the British Commonwealth of which he is a member.

**Suggested Time** — A maximum of twelve weeks.



# GRADE VIII, UNIT I

| CONTENT   | SPECIFIC OBJECTIVES   | SUGGESTED ACTIVITIES  | SUGGESTED EVALUATION PROCEDURES  |
|---|---|---|--|
| <b>Geography of the Commonwealth</b><br><b>A. Overview</b><br>I—1-9.<br>1. The meaning of the British Empire and British Commonwealth.<br>2. London—The Heart of the Commonwealth I—22-31; II—96-97; III—13-17.<br>3. Self-governing countries within the Commonwealth: Canada, United Kingdom, Australia, New Zealand, India, Pakistan, Ceylon, Ghana, Federation of Malaya, Cyprus, Nigeria, Sierra Leone, Jamaica, Trinidad, Tanganyika, Uganda, and others.<br>4. Countries outside the Commonwealth but affiliated with it: Ireland, Burma.<br>5. The Empire: wholly self-governing colonies to those ruled by an appointed council. | *See last paragraph of "Paint of View".<br>8, 9, 10.<br>4,5 | 1. On an outline map of the world show the members of the Commonwealth and same important colonies of the Empire (I - xi)<br>2. Write a paragraph about London, the Heart of the Empire.<br>3. Draw small outline maps to compare the latitude of the parts of the Commonwealth which lie within the Northern Hemisphere. (II—17-20)<br>4. Find out who are the government leaders of the Commonwealth. Collect pictures and news items where possible.<br>5. Help the children to study and understand the general geographical knowledge through reading and diagrams.  | Prepare a blank map of the world showing the outlines of the Commonwealth countries and important colonies. Number each area and have students identify them. Prepare a matching test on places of interest in London.<br>Have the pupils criticize the paragraph which they wrote about London from the following:<br>1. Title<br>2. Topic sentence<br>3. Orderly development of content<br>4. Sentence variety<br>5. Concluding sentence<br>6. Punctuation<br>7. Spelling<br>8. Legibility<br>Divide the class into two groups and hold a "bee" on definitions of geographical terms.                    |
| <b>B. A Study of General Geographic Knowledge</b><br>I—9-11, II—6-22.<br>1. Latitude<br>2. Longitude<br>3. Time<br>4. Seasons   | 6   |   | Prepare a spelling list from the vocabulary of this topic and test the class on it.  |
| <b>C. A Study of the Geography of Some of the Self-Governing Countries of the Commonwealth and of one of the Crown Colonies such as Fiji or British Guiana.</b><br>I—9-11, 33-41, 274-282, 310-311, 335-346, 356-360, 387-389, 399-402, 407-408, 410, 424-428, 454-460;<br>II—112-113, 151-170, 171-181, 182-199, 202-261, 263-354.<br>1. Location<br>2. Climate<br>3. Physical features and drainage<br>4. Chief industries<br>5. People—density of population, living standards, races, religion<br>6. Capitals, chief ports, other cities  | 1, 2, 3<br>4, 5, 6<br>7, 8<br>9, 10                         | 6. Make bar graphs to compare area, population, and density of population of parts of the Commonwealth. (I—2, 199, 200, 267, 278, 309.)<br>7. Draw thermometers showing the temperature range for a month or a season in the countries of the Commonwealth.<br>8. Draw physical maps of the British Isles, Africa, Australia and New Zealand, India, Pakistan, Ceylon and new Commonwealth members. Mark (1) mountains (2) plateaus (3) rivers and lakes (4) coastal waters (5) islands (6) plain and desert areas (7) latitude and longitude (8) bounding countries.<br>(N.B. If 1, 2, and 3 are marked first, and wind directions noted, climate can be largely deduced. Use only important features in each case to avoid a meaningless jumble.) (I—5-8) (II—76, 470, 548, 596.) | Divide the class into two groups. Then have one group prepare a spelling list of the Commonwealth countries and other important colonies while the other group prepares a list of important cities and ports of the Commonwealth and colonies. Then each group will ask the other to spell the words.<br>Prepare a multiple-choice test on the important products of Commonwealth countries and colonies.<br>Have the students write a short paragraph explaining why the climate of Alberta is vastly different from that of the British Isles even though the latitude lines are approximately the same. |

| CONTENT        | SPECIFIC OBJECTIVES | SUGGESTED ACTIVITIES  | SUGGESTED EVALUATION PROCEDURES  |
|----------------|---------------------|---|--|
| C. (Continued) |                     | <p>9. Draw products maps as in Activity 8, repeating only those physical features necessary for the location of the chief cities and ports, and to show clearly the reason for the occurrence of the products, from map study. Deduce from map study the climatic features of each group of countries in activity six.</p> <p>10. Record the material of activity eight in the form of class summaries, paragraphs, or outline notes. (N.B. Use at least one of each suggested form to give variety in language practice.)</p> <p>11. Make a pictorial display showing the various people of the Commonwealth.</p> <p>12. Conduct an open forum using as a topic one of the following:<br/> (a) Has Canada benefited by becoming a member of the Commonwealth instead of remaining within the Empire?<br/> (b) What holds the countries of the Commonwealth together?</p> | <p>Prepare a true-false test on understandings to determine whether the students have mastered the understandings suggested in the program.</p> <p>Conduct a quiz game in which one student will ask the class about an important leader in one Commonwealth country. The one who answers correctly asks the next question concerning a Commonwealth leader and so on.</p> <p>Prepare an outline map of the world marking the major latitude lines, mountain areas and winds. Number specific areas on the map and have students deduce the possible climate in those areas.</p> <p>Divide the class into pairs. Each pair will represent a Commonwealth country or city and will be responsible for two sentences about this country or city.</p> |



## UNIT TWO — THE PROBLEMS AND ACHIEVEMENTS OF COMMONWEALTH TRADE

### Point Of View

The center of attention in this unit is Canada's place in Commonwealth trade. An outline map of Canada could be prepared upon which the chief products could be correctly placed. These would include basic agricultural, mineral, forest, and fishing products. Then, using the material gathered for Unit I, Grade VIII, possible lines of trade could be inferred. Similar product maps for other major divisions of the Commonwealth could be prepared. The teacher should be careful not to spend too much time on this introductory review.

To study the history of trade by committee techniques requires more time than results would warrant. The teacher could relate this material in story form using what audio-visual aids are necessary to clarify the content. The study of the historical background could lead to a class discussion on the "Advantages of Commonwealth Trade" (Sections 3 and 4).

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in column two refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of de-

finite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

### References

#### PRIMARY REFERENCES

THE COMMONWEALTH OF NATIONS, McDougall and Moore. (1966)

THE MODERN COMMONWEALTH, Kostek, Braund and Woods.

#### SECONDARY REFERENCES

NEW WORLD GEOGRAPHY FOR CANADIAN SCHOOLS, Denton and Lord.

THE WORLD—A GENERAL GEOGRAPHY, Stamp and Kimble.

AUSTRALIA AND NEW ZEALAND, Irwin and Irwin.

THE BRITISH COMMONWEALTH AND EMPIRE, Masefield.

CANADA, 1966 or Current Year.

SOCIAL STUDIES GRADE VIII STUDY GUIDE.

LANDS OVERSEAS, Carswell et al.

#### NOTE CONCERNING REFERENCES

In the Grid, page references are given for the two primary reference sources named above:

I. THE COMMONWEALTH OF NATIONS; E.g. (I-94-97).

II. THE MODERN COMMONWEALTH; E.g. (II-165-166).

### GRADE VIII, UNIT II

### SPECIFIC OBJECTIVES

#### Understandings

The child should show that he has acquired the generalization that:

1. Many and varied products are found within the Commonwealth.
2. This variety of products makes possible trade within the Commonwealth.
3. This trade makes possible a higher standard of living.

#### Skills, Abilities, Habits

The child should show that he has acquired:

4. The ability to make comparisons of exports of countries through the use of bar graphs.

5. An increased skill in associating events with their respective periods.
6. Skill in writing a multi-paragraphed report with appropriate transition sentences.

#### Attitudes

The child should show that he acquired:

7. An attitude of interest in using several reference books when searching for information regarding British trade.
8. An attitude of respect for the workmen in other countries whose efforts make possible our high standard of living.
9. An attitude of intelligent pride in being a member of the British Commonwealth of Nations.

**Suggested Time.** — A maximum of four weeks.

# GRADE VIII, UNIT II

| CONTENT   | SPECIFIC OBJECTIVES  | SUGGESTED ACTIVITIES  | SUGGESTED EVALUATION PROCEDURES   |
|---|--|---|---|
| <p><b>A. Intra-Commonwealth Trade</b><br/>I—17-20; II—102-105, 165-166, 255-256, 304-305, 334-335, 351.</p> <p>1. Sources of and markets for raw materials</p> <p>(a) Agricultural products</p> <p>(b) Mining products</p> <p>(c) Forest products</p> <p>(d) Fishing products</p> <p>2. Sources of and markets for manufactured products</p>  | <p>*See Last paragraph of "Point of View"</p> <p>1, 2</p> <p>4, 6</p> <p>7</p> | <p>1. Draw on outline map of the world marking on it the Commonwealth countries and major colonies and indicating their principal products.</p> <p>2. On an outline map of the world showing the Commonwealth countries, draw arrows starting at an area of surplus products and ending at a market where those products are scarce: wood, pulp, wheat, cotton, wool, beef, mutton, lumber, silk, rice, precious stones.</p> <p>3. Make a graph showing Canadian export trade for 1966 or the current year.</p> | <p>Prepare an outline map of the world marking on it the Commonwealth countries and major colonies. Place numbers in the various regions and have students match appropriate products against each number.</p> <p>Direct the children to write an interesting paragraph about the varied products of the Commonwealth and colonies.</p> |
| <p><b>B. Historical Background</b><br/>I—12-17, 125-127, 357-348, 360, 390, 402, 408-409, 428.</p> <p>1. Primitive trade</p> <p>(a) Barter</p> <p>(b) Factors limiting trade</p> <p>(i) Little surplus</p> <p>(ii) Lack of knowledge</p> <p>(iii) Hostility between tribes</p> <p>(iv) Poor communications</p> <p>(c) Examples of materials bartered</p> <p>(i) Salt</p> <p>(ii) Iron</p> <p>2. The Middle Ages<br/>I—57-60, 64-66</p> <p>(a) The Crusaders introduce new goods and ideas</p> <p>(b) The traders of Western Europe carry their goods to the East</p> <p>(c) English wool earns a good reputation in other markets</p> <p>3. The Industrial Revolution</p> <p>(a) The enclosure movement</p> <p>(b) The growth of cottage industry</p> <p>(c) The rise of the factory system</p> | <p>6, 7</p>  | <p>4. See one or two of these films: "Story in a Teacup", "Story of Steel", "England's Canals", "Industrial Revolution".</p> <p>5. Write a class summary of one of the films.</p>   | <p>Have the children draw a two-picture cartoon entitled "The Old — The New" to illustrate some great change made in people's lives by some article introduced by the Crusaders.</p>  |
| <p><b>C. Historical Advantages of Commonwealth Trade</b></p> <p>1. To Britain</p> <p>(a) Source of raw materials</p> <p>(b) Markets for manufactured goods</p> <p>(c) Food</p> <p>2. To the colonies</p> <p>(a) Assured markets</p> <p>(b) Sources of manufactured products</p>   | <p>7, 9</p> <p>1, 2</p> <p>7.</p>  | <p>6. Discuss the advantages of Commonwealth trade in earlier times.</p> <p>7. Use your reference books to find examples of each advantage.</p>   | <p>Compile an objective test which will include correct and incorrect understandings concerning this unit.</p>  |
| <p><b>D. Advantages of Commonwealth Trade Today</b></p> <p>1. Mutual trade agreement</p> <p>2. Assured markets</p> <p>3. Complementary products</p> <p>4. Business connections</p> <p>5. Common language and customs</p> <p>6. Preferential tariffs</p> <p>7. Protected routes</p>  | <p>3, 8</p> <p>9</p> <p>6</p>  | <p>8. Discuss with the rest of the class the advantages to Canada of intra-Commonwealth trade.</p> <p>9. Write an essay comparing past and present advantages to Canada of intra-Commonwealth trade.</p>  | <p>Observe and make notes on the extent to which each student participates in this class discussion.</p>  |

## UNIT THREE — HOW THE COMMONWEALTH CAME INTO BEING

### Point Of View

Before beginning the unit, the teacher might well spend about two periods on a brief review of the history of Canada.

The content of this unit is suited to committee work and individual reports. Each committee could take the history of one division of the Commonwealth. As mentioned in the "Suggested Activities" each committee should prepare time lines. If these time lines were based on a common unit of measurement they could be used as a means of bringing together and unifying the time concepts at the conclusion of the study. Thereby the relationship would be shown of historical events in one part of the Empire as compared with those in other parts.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in **column two** refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind

during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

### References

#### PRIMARY REFERENCES

THE COMMONWEALTH OF NATIONS, McDougall and Moore.

#### SECONDARY REFERENCES

THE BRITISH COMMONWEALTH AND EMPIRE, Masfield.

AUSTRALIA AND NEW ZEALAND, Irwin and Irwin.

CANADA IN THE WORLD TODAY, Rogers, Adams and Brown.

SOCIAL STUDIES GRADE VIII STUDY GUIDE.

PROUD AGES, Tait.

#### NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above.

1. THE COMMONWEALTH OF NATIONS; E.g. (1—90 - 94).

### GRADE VIII, UNIT III

### SPECIFIC OBJECTIVES

#### Understandings

The child should show that he has acquired the generalization that:

1. Waves of migration from Britain to the colonies always resulted in new situations requiring adjustments through legislation.
2. Wherever British peoples have settled they have striven to maintain their language and democratic institutions.
3. The enterprising nature of the British people has led them to develop their colonial resources effectively.
4. The degree to which a member nation participates in Commonwealth activities is left to the discretion of that country.

#### Skills, Abilities, Habits

The child should show that he has acquired:

5. Increased skill in map making, using the growth of the British Empire and the Commonwealth as basic material.
6. Increased skill in the selection and organization of material collected by committee effort.
7. An ability to relate orally a succession of ideas or events using only brief notes.

#### Attitudes

The child should show that he has acquired:

8. An attitude of interest in other people who are members of the British Commonwealth.
  9. An objective attitude towards historical events.
- Suggested Time** — A maximum of ten weeks.

# GRADE VIII, UNIT III

| CONTENT   | SPECIFIC OBJECTIVES   | SUGGESTED ACTIVITIES  | SUGGESTED EVALUATION PROCEDURES   |
|---|---|---|---|
| <p>A. Canada<br/>(N.B. 1, 2, and 3 are review.)<br/>I-173-180, 183-184, 193-199, 200-209, 209-215;</p> <p>1. British victory</p> <p>2. Successive waves of migration lead to adjustment through legislation<br/>(a) Quebec Act<br/>(b) Constitutional Act<br/>(c) Act of Union<br/>(d) B.N.A. Act</p> <p>3. Canada became a full-fledged member of the Commonwealth<br/>I-469-474, 479-486<br/>(a) Defence<br/>(b) Diplomacy<br/>(c) Legislative function<br/>(d) Making of war and peace<br/>(e) Judiciary</p> <p>4. Commonwealth ties<br/>(a) Governor-General<br/>(b) Amendment of Constitution</p>  | <p>*See last paragraph of "Point of View"</p> <p>1, 2</p> <p>3, 4</p> | <p>1. Construct a time line showing the growth of Canadian Independence.</p> <p>2. As a member of a committee, investigate and report on one of the following topics: (a) Why Canada is bi-lingual (b) MacDonald, Laurier, Mackenzie King (c) The capture of Quebec by Wolfe.</p>   | <p>Write down on the blackboard the first understanding in Unit II. Then have the student select incidents in Canadian history which will give support to this generalization.</p> <p>Construct on historical time line for Canada placing numbers at important dates. Have the class identify the events that match these dates.</p>   |
| <p>B. Other Members of the Commonwealth (Compared with Canada)</p> <p>1. In Asia<br/>I-271-318<br/>India and Pakistan<br/>(a) Early history<br/>(b) British East India Company<br/>(c) Colonial status<br/>(d) Indian mutiny<br/>(e) Movement for self-government<br/>(i) Nationalism<br/>(ii) Political parties<br/>(iii) Gandhi and Jinnah<br/>(iv) Partition<br/>(v) Republic status for India and Pakistan<br/>(f) Internal problems of India and Pakistan<br/>(i) Overpopulation<br/>(ii) Poverty<br/>(iii) Illiteracy<br/>(iv) Many languages<br/>(v) Distribution of wealth<br/>(vi) Lack of industrialization<br/>(vii) Political problems — military government in Pakistan<br/>(viii) Caste system — India and ONE of</p> <p>CEYLON, MALAYA, CYPRUS<br/>I-315-323<br/>Ceylon<br/>I-315-318<br/>(a) Early trading centre<br/>(b) Portuguese control<br/>(c) Dutch control<br/>(d) British influence and control<br/>(e) Colonial government<br/>(f) Movement for self-government<br/>(g) First woman prime minister<br/>(h) Movement towards republican government<br/>(i) Problems<br/>(i) Caste system<br/>(ii) Religious and political strife<br/>(iii) Food production<br/>(iv) Irrigation<br/>(v) Lack of industrialization</p> | <p>3, 4, 8, 9</p> <p>5</p> <p>3, 4, 8, 9</p>                          | <p>Write a short one-act play based on an incident in the life of (a) Clive (b) Gandhi</p> <p>4. Draw a map showing the division of the Empire of India into its present parts the Republics of India and Burma, and the Dominions of Pakistan and Ceylon.</p> <p>5. As a member of a committee investigate and report on (a) the Caste System of India (b) the Indian Mutiny.</p> <p>6. Each committee prepare a time line comparing the history of Canada with that part of the Commonwealth which they are studying.</p> <p>7. As a member of a committee investigate and report on changes in and development of the Commonwealth countries in Asia, Africa, and the Caribbean which your class has chosen for study.</p> | <p>Have the students write paragraphs explaining (a) the problems that hindered the granting of self-government in India (b) how independence was finally achieved.</p> <p>Make an outline map of the Indian Empire numbering the four divisions today (India, Pakistan, Burma and Ceylon) and the capital cities of each. Have the students identify the divisions and capitals.</p> <p>Prepare a matching test which will require the students to match important events with the correct Commonwealth countries.</p> |



| CONTENT   | SPECIFIC OBJECTIVES                          | SUGGESTED ACTIVITIES   | SUGGESTED EVALUATION PROCEDURES   |
|---|--|--|---|
| <p>2. In Africa<br/> In East Africa ONE or more of Ghana, Nigeria, Sierra Leone,<br/> In West Africa ONE of Tanganyika, Uganda<br/> I—397-413<br/> Ghana<br/> I—397-405<br/> (a) Early Portuguese influence<br/> (b) Slave trade<br/> (c) British influence<br/> (d) Abolition of slavery<br/> (e) Exploration of interior<br/> (f) Indirect tribal rule<br/> (g) Movement for independence<br/> (h) Nkrumah<br/> (i) Republican status<br/> (j) Problems and conditions<br/> ( i ) Dependence on one-crop economy<br/> ( ii ) Political uprisings<br/> ( iii ) Industrialization<br/> ( iv ) Disease and illiteracy</p> <p>3. In Australia and New Zealand<br/> I—325-351, 351-363<br/> History and development from colonies to Commonwealth</p> <p>4. In the Caribbean, ONE of Jamaica, Trinidad</p>               | <p>3, 4, 8, 9</p> <p>2, 3, 7, 8</p>          | <p>8. Make a pictorial chart of the Commonwealth; Australia — brimmed hat; English — top hat, etc.; Canadian cowboy, lumberman, etc.; Africa — tropical gear; India — native dress.</p> <p>9. On a chart set out the name of each Commonwealth member, how it was settled, first university (date and place), Prime Minister, and capital city.</p> <p>10. As a member of a committee, investigate and report on: Native peoples of Australia and New Zealand.</p>   | <p>Prepare a multiple-choice or a completion test on the history of the Commonwealth countries.</p> <p>Have each committee compile a quiz on the section of the Commonwealth that they prepared. Then have a contest to see which group can obtain the highest score.</p> |
| <p>C. Former Members of the Commonwealth</p> <p>1. The American Colonies<br/> I—170-173, 180-186<br/> (a) Typical colonies (Virginia and Massachusetts)<br/> (b) Names and locations of the first thirteen colonies<br/> (c) Reasons for Revolutionary War</p> <p>2. In Europe: Ireland<br/> I—119-121<br/> (a) Attempt to subjugate Ireland<br/> (b) Religious difficulties<br/> (c) Absentee landlords<br/> (d) An uneasy union<br/> (e) Irish nationalism triumphs<br/> (f) Present status of Ireland</p> <p>3. In Africa: Union of South Africa<br/> I—371-395<br/> (a) Dutch colony<br/> (b) Coming of the British<br/> (c) Causes of hostility<br/> (d) Boer War<br/> (e) Nationhood<br/> (f) The builders: Rhodes, Botha, Smuts<br/> (g) Racial Problems (apartheid)<br/> (h) Withdrawal from Commonwealth</p> | <p>1, 2, 3, 5, 9</p> <p>1, 2, 3, 4, 8, 9</p> | <p>11. Draw a map of the original (thirteen) colonies established by the English in America.</p> <p>12. As a member of a committee investigate and report on the events which led to Irish independence.</p> <p>13. As a member of a committee investigate the report on the reasons for the withdrawal of South Africa from the Commonwealth.</p> <p>14. Write a short one-act play based on an incident in the life of: (a) Rhodes (b) Livingstone (c) Smuts (d) Nkrumah.</p> <p>15. As a member of a committee investigate and report on: The Problem of the African Negro.</p> | <p>Construct an historical time line for the Union of South Africa placing numbers at important dates. Have the class match events against dates.</p>   |

## UNIT FOUR — HOW CANADIAN INSTITUTIONS HAVE BEEN MODELLED ON BRITISH INSTITUTIONS

Note: Teachers may wish to combine this unit with Unit VI.

### Point Of View

In introducing this unit it will be necessary to make sure that the members of the class grasp clearly the meaning of the word institutions. By means of discussion, it may be shown that they are the traditional or usual ways of doing things. They have been done that way so long that we have accepted them and continue to do so without thinking about them or questioning them. The class may also be led to appreciate that through these institutions our lives are most closely linked with the history of the past, and we in turn become part of history through the ways in which we modify institutions. Stress in this instance would fall on the effect rather than on the events of history. The British basis of our institutions is important as one of the ties which hold the Commonwealth together. As a first lesson the teacher might point out several institutions in the local community that are characteristically British. The class would be expected to add their own contributions as to the further evidence of the British nature of our culture. This should lead to a discussion of the

nature and value of our institutions which are essentially British.

This whole unit could be developed through class discussion. In view of the method of approach the content will vary according to the local environment.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in column two refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to place where emphasis is needed on a particular objective.

### References

#### PRIMARY REFERENCES

THE COMMONWEALTH OF NATIONS, McDougall and Moore.  
Your own community is the chief source of reference.

#### SECONDARY REFERENCES

CANADA IN THE WORLD TODAY, Rogers et al.  
SOCIAL STUDIES GRADE VIII STUDY GUIDE.

### GRADE VIII, UNIT IV

### SPECIFIC OBJECTIVES

#### Understandings

The child should show that he has acquired the generalization that:

1. Many of our Canadian customs are derived from the British.
2. Many customs of British origin have been modified through contact with non-British cultures.
3. Many of our institutions have resulted from the sacrifice and effort of great numbers of people.
4. Cultural institutions result from attempts to find solutions to problems.

#### Skills, Abilities, Habits

The child should show that he has acquired the habit:

5. Of looking objectively at our own customs.

#### Attitudes

The child should show that he has acquired an attitude:

6. Of intelligent respect for British tradition.
7. Of appreciation for the sacrifice and effort made by people who have contributed to our institutions.

Suggested Time — Maximum of two weeks.



# GRADE VIII, UNIT IV

| CONTENT  | SPECIFIC OBJECTIVES                                 | SUGGESTED ACTIVITIES   | SUGGESTED EVALUATION PROCEDURES  |
|--|---|--|--|
| 1-509 - 514.<br>A. The Family<br>1. Function of the family as a social unit<br>2. Responsibilities and relationships of members<br>(a) Care of children<br>(b) Training of children<br>(c) Passing on of culture                   | *See last paragraph of "Point of View."<br>1, 4, 5. | 1. Draw a tree chart of customs originating in Britain, using a large branch for each institution and offshoots for each aspect of that institution.   | Have the students write a paragraph about "Life in Our Home." Try to determine the child's attitude towards his family.  |
| B. Everyday Work<br>1. Pride in work<br>2. Acceptance of Trade Unions<br>3. Responsibility of management for the welfare of workers<br>4. Apprenticeship<br>5. Workmen's Compensation<br>6. Pensions                               | 3, 6, 7.  | 2. Read to find social legislation enacted by the British Government since the 1890's. Compare this with the regulations of the Alberta Labor Act.<br><br>3. Write a paragraph on British workmanship.   | Prepare an objective test on the Canadian institutions that have been modelled on British institutions.<br><br>Give a spelling test based on a list of key words such as:<br>patriarchal, traditional, apprenticeship, compensation, adulteration, suffrage. |
| C. Trade and Industry<br>1. Fair trade practices<br>(a) Standardization of weights and measures<br>(b) Non-adulteration of goods<br>2. Formation of companies<br>3. Banking—dependability of banks                                 |   | 4. Investigate and report on "The Founding of the Bank of England."  |  |
| D. Communications<br>1. Language<br>2. Radio and television (Partly private and partly government-operated)<br>3. The press  | 2.  |  | Prepare a matching test which will require the students to match key words as suggested with suitable sentence explanations.   |
| E. Health, Welfare and Safety<br>1. Concern for Public Health<br>2. Respect for policemen<br>3. Respect for traffic regulations  |   | 5. Make a short report on the origin of the "London Bobbie."   |  |
| F. Government<br>1. Free speech<br>2. Freedom of the press<br>3. Parliamentary government<br>4. The cabinet system<br>5. Parliamentary procedures<br>6. Universal suffrage   | 1, 2, 3<br>4, 5, 6, 7.                              | 6. Make a dictionary of parliamentary terms e.g. wool sack, sergeant-at-arms.  |  |
| G. Justice<br>1. Fair play<br>2. Innocence until proven guilty<br>3. Common law based on:<br>(a) Respect for the individual<br>(b) Precedent   | 1, 3, 4,<br>5, 6, 7.                                | 7. Discuss the difference between justice in a British country and justice under a totalitarian government.<br>8. Go to an encyclopedia to find the Marquis of Queensbury Rules of Boxing.   |  |
| H. Education<br>1. The grade system<br>2. The right to an education<br>3. Free education   | 2, 3, 4,<br>5.                                      |  |  |
| I. Recreation<br>1. Fair play<br>2. Team spirit<br>3. Importance of relaxation through physical activity<br>4. Games: golf, soccer, football<br>5. Literature: drama, prose, poetry<br>6. Radio<br>7. Movies: The documentary film | 1, 2  | 9. Read up the rules on cricket. Arrange a game with other members of your class.  |  |
| J. Christian Traditions<br>1. Sunday observance as a day of rest and recreation<br>2. Respect for the Christian Church<br>3. Freedom of religion   | 1, 4,<br>6, 7.                                      | 10. When the major institutions included in the content have been discovered, form discussion groups to arrive at some of the characteristics of those institutions which we as Canadians have derived from the British people.<br><br>11. Write a paragraph about any one of the institutions studied in this unit. |  |

## UNIT FIVE — HOW BRITAIN DEVELOPED A DEMOCRATIC GOVERNMENT

### Point Of View

This is an historical unit but the teacher must use care that the pupils develop through this study certain definite concepts of our democratic government. In order that the student may emerge from the study of this unit with a grasp of the generalizations and the ability to support them with the essential facts, the study must be vitalized. The method chosen to achieve this result is the selection of a dramatic incident as a highlight of each historical period. (See incidents in bold-face type in suggested activities.) Such an incident could be the culmination of the development of each theme for that particular period. This treatment of the unit allows for division of the class into committees, one committee for each theme. However, in reporting, each group would acquaint the rest of the class with its findings for the period under consideration rather than for the entire theme at once.

In introducing this unit the teacher should ensure that each group clearly understands the present status with regard to the Queen, the parliament, the cabinet and prime minister, party government, the franchise, and the civil service. He should try to rouse enthusiasm for the study of the history of each of these headings. In theme one, the King, only those rulers should be studied in whose reign definite events indicate either the power or the limitations of the monarchy at the time. Similar treatment could also be given to the other themes.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in **column two** refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

### References

#### PRIMARY REFERENCES

THE COMMONWEALTH OF NATIONS, McDougall and Moore.

#### SECONDARY REFERENCES

HISTORY, SECOND SERIES, BOOK IV, Firth and Horsfall.

CANADA IN THE WORLD TODAY, Rogers et al.

SOCIAL STUDIES GRADE VIII STUDY GUIDE.

PROUD AGES, Toit.

BOOK 3, THE RISE OF GREAT BRITAIN, Unstead.

FOOTPRINTS IN TIME, Britain, Richardson and Thexton.

THE BRITISH HERITAGE, Saywell and Ricker.

#### NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source, and for two secondary reference sources named above:

I. THE COMMONWEALTH OF NATIONS;

III. GRADE VIII SOCIAL STUDIES STUDY GUIDE;

IV. HISTORY, SECOND SERIES, Book IV E.g. (1-45 - 50)  
(III-55 - 58) (IV-63 - 66).

### GRADE VIII, UNIT V

### SPECIFIC OBJECTIVES

#### Understandings

The child should show that he has acquired the generalization that:

1. Changes in the British government have been evolutionary rather than revolutionary.
2. Gradually the responsibility of British government has shifted from the minority to the majority.
3. The growth of democratic government in Britain has been greatly influenced by the work of public-minded individuals.
4. Administering the decisions of Parliament requires the services of experts.

#### Skills, Abilities, Habits

The child should show that he has acquired:

5. Skill in directing his own committee procedures.
6. Skill in arriving at generalizations regarding the development of democratic government in Britain.
7. Skill in orally presenting ideas in an interesting manner.

#### Attitudes

The child should show that he has acquired an attitude:

8. Of appreciation of the advantages of improving government through gradual changes.
9. Of appreciation for the efforts of those who have contributed to the achievement of democratic government in Britain.

**Suggested Time** — A maximum of six weeks.

# GRADE VIII, UNIT V

| CONTENT  | SPECIFIC OBJECTIVES   | SUGGESTED ACTIVITIES   | SUGGESTED EVALUATION PROCEDURES   |
|--|---|--|---|
| <p>A. The Feudal Period (Alfred, 871, to Henry III, 1272)<br/>I—41-45, 46-74, 88-90; III—63-64.</p> <p>1. Anglo-Saxon Feudalism (871-1066)</p> <p>(a) England divided into small districts each with overlord. Thones administered justice—trial by ordeal or fire</p> <p>(b) King's power limited by powerful overlords<br/>Witton assisted king in ruling</p> <p>(c) Few taxes — no royal responsibility for roads or other public works — little trade with other countries</p> <p>(d) Civil service — just as the king's personal servants.</p> <p>2. Normon Feudolism (1066-1272)</p> <p>(a) William the Conqueror:</p> <p>(i) Kings own all the lands—lords forced to swear allegiance — strong centralized government</p> <p>(ii) Domesday Book for taxation purposes</p> <p>(iii) King's Council — advisory body of the king</p> <p>(b) Richard I—spent so much time abroad that King's Council ruled the country</p> <p>(c) Henry II—set up jury trials, circuit judges and grand juries—started customs duties</p> <p>(d) John I—attempted to gain complete power from barons but was forced to sign Magna Carta</p> | <p>*See last paragraph of "Point of View."</p> <p>1, 3, 5, 7.</p> | <p>1. Form committees, each of which will investigate one of the themes of the unit.</p> <p>2. Report to the rest of the class on one of the following: the power of the King, Parliament, and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service (Justice) at the time of the Magna Carta 1215.</p> | <p>Have each committee prepare a quiz on the report they presented to the class. Then conduct a contest to see which group can answer the most questions. Prepare a matching contest consisting of key words and appropriate sentence explanations.</p> <p>Construct a time-line on the growth of democracy in Britain marking key dates. Have the class identify important events for these dates.</p> <p>Have the students write a paragraph on "Democracy, the Citizens' Responsibility." Refer to the attitude you are trying to establish with a direct quote. Make anecdotal records of instances where pupils show progress or retrogression with regard to this attitude.</p> |
| <p>B. Decline of Feudalism (1272-1485)<br/>I—74-77; III—64; IV—47-61</p> <p>1. Edward I's Model Parliament</p> <p>2. Wars of the Roses</p>   | <p>1, 2, 5, 6, 7.</p>   | <p>3. Report to the rest of the class on one of the following: the power of the King, Parliament and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service (Justice) at the time of Edward I's Model Parliament 1295.</p>   |   |
| <p>C. The Tudor Period (1485-1603)<br/>I—77-80; III—64-66; IV—61-71</p> <p>1. Henry VII established Court of Star Chamber. Imposition of taxes to raise money for defence. The Livery and Maintenance Act — Prevented lords from keeping their own armies. Parliament contained more bishops and abbots than lay peers</p> <p>2. Henry VIII—secured support of Parliament to eliminate power of the Pope in England — state more powerful than church.</p> <p>3. Elizabeth—the rise in power of Parliament—withdrawal of monopolies</p>  |   | <p>4. Report to the rest of the class on one of the following: the power of the King, Parliament and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service at the time of the Court of Star Chamber 1487 and at the time of the Withdrawal of Monopolies 1601.</p>                                      |   |
| <p>D. The Stuarts and the Commonwealth (1603-1688)<br/>I—80-82; III—63-68; IV—71-95</p> <p>1. James I—"Divine Right of Kings"—effect of not calling Parliament over a period of years</p>  | <p>1, 3, 5, 6, 7, 8.</p>  | <p>5. Report to the rest of the class on one of the following: the power of the King, Parliament, and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service at the time of the Flight of James II.</p>  |   |

| CONTENT   | SPECIFIC OBJECTIVES     | SUGGESTED ACTIVITIES  | SUGGESTED EVALUATION PROCEDURES |
|---|-------------------------|---|---------------------------------|
| 2. Charles I—"Divine Right". Petition of Rights 1628—open conflict between king and parliament<br>3. Commonwealth Rule — Cromwell as much a dictator as the king had been<br>4. Restoration<br>(a) Charles II — ruled through Parliament — selected a small executive (Cabinet)<br>(b) James II—attempted to rule against wishes of Parliament — bloodless revolution of 1688 |                         |   |                                 |
| E. The Rise of the Whigs and Tory Rivalry (1689-1815)<br>I—85-87; IV—96-104<br>1. William of Orange — agreed to give up power to Parliament (Bill of Rights 1689)<br>2. Growing power of Parliament.<br>3. Rise of the Party System<br>4. Cabinet and Prime Minister<br>5. George—attempted to regain last monarchical power  | 1, 2, 3, 4.             | 6. Report to the rest of the class on one of the following: the power of the King, Parliament, and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service (Justice) at the time of the Appointment of Lord North as Prime Minister 1770.  |                                 |
| F. The Period of Political Reform (1816-1928)<br>I—92-106; III—69; IV—104-112<br>1. First Reform Bill<br>2. Chartist Movement<br>3. Second Reform Bill<br>4. Third Reform Bill<br>5. Parliament Act 1911<br>6. Woman Suffrage   | 1, 2, 3, 4, 5, 6, 8, 9. | 7. Report to the rest of the class on one of the following: power of the King, Parliament, and the Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service (Justice) at the time of the Presentation of the Last Chartist Petition to Parliament —and the Parliament Act 1911.<br>8. Make a chart showing the increase of votes from the First Reform Bill to the Representation of The People Act.<br>9. Write a paragraph on one of the following: Gladstone, Disraeli, Lloyd George, Mrs. Pankhurst.<br>10. Open Forum: Were the six demands of the Chartists reasonable?<br>11. Make a pictorial representation of the six themes, using hallways of different lengths to indicate length of duration, and varying the width of the hallways to show increased or lessened importance.<br>12. Construct a time-line showing the main steps in the development of democracy in Britain. |                                 |



## UNIT SIX — HOW BRITISH CULTURAL INFLUENCES ON CANADA HAVE BEEN MODIFIED BY THOSE OF AMERICA

### Point Of View

Throughout Grade VIII there has been emphasis on the British Commonwealth of Nations. From the study of Unit IV it might be assumed that our Canadian culture is British. However, our culture is partly American due to our proximity to the United States, our close relations with that country, and the presence of a number of Americans in Canada.

A good approach to this unit would be to examine certain phases of Canadian culture (e.g. food, clothing, and shelter; recreation) in order to determine the presence and extent of American influence. The unit could begin with a discussion of the means by which American influence on Canada is felt. The students could then be ready to form committees to investigate these American influences as outlined in the content of the unit.

### GRADE VIII, UNIT VI

#### Understandings

The child should show that he has acquired the generalization that:

1. Our culture has been influenced in many ways by the United States both through direct contact and through other means of communication.
2. Those aspects of American culture which we have absorbed have been modified in the Canadian environment.
3. Our standard of living has been improved through the acceptance of American scientific advancements.

#### Skills, Abilities, Habits

The child should show that he has acquired:

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in **column two** refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

### Primary References

I, **Commonwealth of Nations; III, Grade VIII Study Guide**

It will be seen from the content of this unit that other reference material will consist of pupil experience and observation, current magazines and newspapers, available yearbooks and almanacs, radio programs, T.V. programs.

### SPECIFIC OBJECTIVES

4. Skill in distinguishing fact from opinion regarding America and American people.

### Attitudes

The child should show that he has acquired:

5. An appreciation of the fact that one hundred years of peace have led to mutual trust and friendliness between Canada and the United States.
6. An attitude of respect for the American way of life as being so much like our own.

**Suggested Time** — A maximum of two weeks.

# GRADE VIII, UNIT VI

| CONTENT   | SPECIFIC OBJECTIVES                          | SUGGESTED ACTIVITIES  | SUGGESTED EVALUATION PROCEDURES   |
|---|--|---|---|
| <p>I—468, 509-510; III—72-83</p> <p>A. The Means by Which American Influence on Canada Is Felt</p> <ol style="list-style-type: none"> <li>1. Reading material — newspapers, magazines, books</li> <li>2. Relatives</li> <li>3. Tourist travel — visits to United States, visits from United States (proximity of Canadians to United States — 90% live within 100 miles of border)</li> <li>4. Entertainment — radio programs, movies, TV</li> <li>5. Business connections — manufacturing firms, oil industry</li> </ol> | 1, 3   | <p>Directions to student groups preparing reports:</p> <ol style="list-style-type: none"> <li>(a) Elect a chairman to direct the discussion and a secretary to record findings.</li> <li>(b) Using current sources of information try to discover ways in which Americans are similar to and ways in which they are different from Canadians.</li> </ol>  | <p>In this unit evaluation should be qualitative rather than quantitative.</p> <p>Make notes on pupil competence in committee procedures.</p>   |
| <p>B. Ten Areas of Living Affected by American Culture</p> <ol style="list-style-type: none"> <li>1. Food</li> <li>2. Clothing</li> <li>3. Shelter</li> <li>4. Recreation</li> <li>5. Leisure</li> <li>6. Religion</li> <li>7. Art</li> <li>8. Governing and guarding health</li> <li>9. Governing and guarding welfare</li> <li>10. Governing and guarding safety</li> </ol>   | <p>1, 2, 3, 4, 6</p> <p>1, 2, 3, 4, 5, 6</p> | <ol style="list-style-type: none"> <li>1 Make collections of pictures from magazines to compare: Canadian and American (a) Homes and gardens (b) Public buildings, such as schools, churches, city halls. (c) Foods (d) Clothing.</li> <li>2. From a study of a week's program on your local stations find out (a) the percentage of time devoted to Canadian and American programs and (b) the types of programs recorded in each case.</li> </ol>   | <p>Grade pupils according to their individual contributions in collecting pictures.</p> <p>List a number of radio programs and have the students state whether they are of Canadian or American origin.</p>                       |
|   | 1, 5, 6                                      | <ol style="list-style-type: none"> <li>3. Investigate the following organizations and institutions in order to discover if they have American origin:               <ol style="list-style-type: none"> <li>(a) Junior Red Cross</li> <li>(b) Blue Cross Organization</li> <li>(c) Blue Cross Hospitalization</li> <li>(d) Cancer society</li> <li>(e) National Parks</li> <li>(f) Farmers' organizations</li> <li>(g) Service Clubs — Rotary, Lions, Kiwanis, Gyro, Chamber of Commerce.</li> </ol> </li> </ol> <p>Use encyclopedias.</p> | <p>Have the students write an essay on any one of the American organizations showing the extent to which the Canadian organization has spread throughout our country and the extent to which it has remained American.</p>        |
|   | 1, 2, 3, 4, 5, 6                             | <ol style="list-style-type: none"> <li>4. Through an open forum determine ways in which we are like Americans and ways in which we are unlike.</li> <li>5. Make a collection of cartoons dealing with Canadian and American relationships.</li> <li>6. Make a cartoon of your own to illustrate difference between the average American and average Canadian citizen.</li> </ol>  | <p>Prepare a matching test which requires the students to classify the customs and artifacts as British, American or purely Canadian in origin. (e.g. cricket, lacrosse, basketball, Chamber of Commerce, Thanksgiving, etc.)</p> |



## SUMMARY OF REFERENCES — GRADE VIII

### 1. PRIMARY REFERENCES

THE MODERN COMMONWEALTH, Kostek, Braund and Woods.  
THE COMMONWEALTH OF NATIONS, McDougall and Moore.

### 2. SECONDARY REFERENCES

NEW WORLD GEOGRAPHY FOR CANADIAN SCHOOLS,  
Denton and Lord.  
BRITISH INSTITUTIONS — HISTORY THROUGH THE AGES,  
SECOND SERIES, BOOK IV. (Oxford University Press).  
HISTORY, SECOND SERIES BOOK IV — GROWTH OF BRITISH  
DEMOCRACY AT HOME AND OVERSEAS, Firth, and Horsfall.  
THE WORLD — A GENERAL GEOGRAPHY, Stamp and Kimble.  
CANADA YEAR BOOK, The Official Handbook  
(Queen's Printer, Ottawa).  
THE BRITISH COMMONWEALTH AND EMPIRE, Masefield.  
CANADA IN THE WORLD TODAY, Rogers, Adams, Brown.  
AUSTRALIA AND NEW ZEALAND, Irwin and Irwin.  
SOCIAL STUDIES GRADE VIII STUDY GUIDE.

### 3. ATLASES

CLASSROOM ATLAS Rand McNally).  
DENT'S CANADIAN SCHOOL ATLAS.

MODERN CANADIAN ATLAS OF THE WORLD (Ryerson).  
(Inexpensive paper bound atlas.)  
CANADIAN OXFORD SCHOOL ATLAS.

### 4. PERIODICALS

WORLD AFFAIRS (705 Yonge Street, Toronto 5, Ontario).  
JUNIOR SCHOLASTIC (351 Fourth Avenue, New York 10, N.Y.)

### 6. TEACHER'S REFERENCES

Picture Sets from U.K. Information Office (\$2 a year).  
Pictorial Education.

### 6. TEACHER'S REFERENCES

- 1—Quillen and Hanna, EDUCATION FOR SOCIAL COMPE-  
TENCE (Chicago), Scott Foresman, 1948, 52 pp.
- 2—Johnson, THEORY AND PRACTICE OF THE SOCIAL  
STUDIES, Macmillan, 1956, 476 pp.
- 3—Bining and Bining, TEACHING THE SOCIAL STUDIES IN  
SECONDARY SCHOOLS, 1952 edition, McGraw-Hill,  
350 pp.
- 4—Wrightstone, Justman and Robbins, EVALUATION IN  
MODERN EDUCATION, American Book Co., 1956, 481 pp.

## FILMS AND FILMSTRIPS

See the Film and Filmstrip Catalogs of the Audio-  
Visual Aids Branch, Department of Education. Extra  
copies of Part One (Classified List) of the Film Catalog  
and of the Filmstrip Catalog can be procured by having  
the Principal write to the Audio-Visual Aids Branch.  
In these Catalogs films and filmstrips are listed for  
each unit in the Social Studies Junior High School pro-  
gram. A section also lists films and filmstrips for  
language.



## UNIT OUTLINES FOR GRADE IX

# CANADA IN THE WESTERN WORLD

## UNIT I – ENVIRONMENT AFFECTS LIVING

### Point Of View

The relationship between environment and living, some aspects of which have already been studied in Grades VII and VIII, is now to be considered from a wider viewpoint. The time has come to make a comparative study of the effects of the various types of environment upon living. To this end, the unit outline directs the attention of pupils to the countries of the western world, while the section on general geographical knowledge carries the study and comparison into the world beyond our doors.

Pupils in Grade IX, being more mature than those in the two previous grades, will be better able to draw generalizations from the data which they gather and to assess the results in terms of standards of living. This desirable end is less likely to be accomplished if the geographical environment alone is studied. The social environment might be considered as it grows out of adjustments made to the natural environment and in turn leaves its mark on people. The overview of the unit, Factors Influencing Settlement in Various Parts of the Western World, will assist the pupils to be aware of and look for relationships between the geographical and social environment.

It should be noted that as the study of the unit progresses the students should become acquainted with the different types of maps in use for geographical studies today, as well as with the advantages and disadvantages of each kind. Some types of maps which might vary well be included are: The Mercator projection, the conic, equal area, polar. Knowledge of climatic symbols and the contour map will also form a part of the work of this unit. See pages 379-400 WORLD GEOGRAPHY, Bradley.

The introduction to this unit could very well take the form of a class discussion on the features of the local

environment which have attracted settlers and which continue to attract newcomers. Such a discussion could lead right into the overview of the unit.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in **column two** refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

### References

#### PRIMARY REFERENCES

CANADA IN THE WESTERN WORLD, McDougall and Finn.  
WORLD GEOGRAPHY, Bradley.

#### SECONDARY REFERENCES

The Official Handbook (CANADA, 1966, or current year).  
DISCOVERING GEOGRAPHY: Industry, Stomp  
LIVING IN THE SOCIAL WORLD, Quinn and Repke.

#### ATLASES

CLASSROOM ATLAS  
CANADIAN SCHOOL ATLAS  
MODERN CANADIAN ATLAS OF THE WORLD.

#### NOTE CONCERNING REFERENCES

In the grid, page references are given for the two primary references sources named above:

- I. CANADA IN THE WESTERN WORLD;
- II. WORLD GEOGRAPHY. E.g. (1-67-86) (11-40-49).

CANADA IN THE WESTERN WORLD offers a variety of activities pertinent to the work of the unit. As these activities have a wide range of difficulty, they are included in the "Suggested Activities" column of the grid under two headings, Group A and Group B in each unit. Those exercises placed in Group B have been chosen especially with a view to offering a challenge to the brighter pupils in the grade.

### SPECIFIC OBJECTIVES

#### Understandings

The child should show that he has acquired the generalization that:

1. Standard of living is related to but not entirely dependent upon geographical factors.
2. Cultural development is influenced by the physical environment.
3. Favorable climate, natural resources, and geographical position are needed for the development of a highly industrialized culture.

#### Skills, Abilities, Habits

The child should show that he has acquired:

4. An increased skill in reading and using climatic and altitude symbols on maps.

5. The ability to take part in a discussion which requires him to use factors with which he is familiar.
6. The habit of listening to and reading critically news items concerning the economic life of different peoples.
7. Skill in delivering a report from short notes.

#### Attitudes

The child should show that he has acquired an attitude:

8. Of curiosity regarding the living standards of other peoples and the factors governing those standards.
9. Of intelligent interest in efforts to direct or control economic development.

**Suggested Time** — A maximum of ten weeks.



# GRADE IX, UNIT I

| CONTENT   | SPECIFIC OBJECTIVES              | SUGGESTED ACTIVITIES  | SUGGESTED EVALUATION PROCEDURES   |
|---|----------------------------------|---|---|
| <p>Overview: Factors Influencing Settlement in various parts of the Western World: (I-5-18) (II-1-18)</p> <ol style="list-style-type: none"> <li>1. Language</li> <li>2. Religion</li> <li>3. Government</li> <li>4. Agricultural opportunities</li> <li>5. Transportation and communication</li> <li>6. Opportunities for trade</li> <li>7. Type of culture</li> <li>8. Standard of living — influenced by:               <ol style="list-style-type: none"> <li>(a) Density of population (II-52, 53)</li> <li>(b) Natural Resources (II-46-48)</li> <li>(c) Trade (II-49)</li> <li>(d) Interchange of ideas</li> </ol> </li> <li>9. Surface and climate</li> </ol>   | <p>1, 2</p> <p>5, 8</p>          | <p>Group A<br/>Page 18—Test Your Understanding<br/>Page 19—Map Exercise—1<br/>Page 19—Something To Do—3, 5</p> <p>Group B<br/>Page 19—Vocabulary<br/>Page 19—Map Exercise—2<br/>Page 19—Something To Do—1, 2</p>                                  | <p>Prepare on objective test consisting of multiple choice and true and false questions to review the material of the overview.</p>   |
| <p>1. General Geography: Its Application to the Americas (I-21-26) (II-32-46)</p> <ol style="list-style-type: none"> <li>1. Factors influencing climate               <ol style="list-style-type: none"> <li>(a) Latitude (I-21)</li> <li>(b) Air pressure and winds</li> <li>(c) Precipitation</li> <li>(d) Nearness to large bodies of water</li> <li>(e) Ocean Currents</li> </ol> </li> <li>2. Surface features and natural regions               <ol style="list-style-type: none"> <li>(a) Tundra regions (I-28-30) (II-48-64)</li> <li>(b) Northern forest regions (I-30-32) (II-62-70)</li> <li>(c) West coast marine climate lands (I-32-36) (II-72-84)</li> <li>(d) Mediterranean-type climates (I-36-37) (II-84-88)</li> <li>(e) Desert lands (I-39) (II-90-110)</li> <li>(f) Dry grasslands (I-40-41) (II-111-129)</li> <li>(g) Humid continental climates (I-41-43) (II-129-146)</li> <li>(h) Humid sub-tropical climates (I-43, 44) (II-147-161)</li> <li>(i) The savannas (I-45) (II-163-170)</li> <li>(j) Tropical jungles (I-47-50) (II-170-173)</li> <li>(k) Mountain regions (I-51) (II-176-191)</li> <li>(l) Hill regions (I-51) (II-191-194)</li> <li>(m) Plateau Region (I-51-54) (II-197-200)</li> <li>(n) Plains (I-54, 55) (II-201-210)</li> </ol> </li> </ol> | <p>4, 5</p> <p>7</p>             | <p>Group A<br/>Page 56—Test Your Understanding, Vocabulary<br/>Page 56—Something To Do—2, 4</p> <p>Group B<br/>Page 56—Map Exercises—1, 2<br/>Page 56—Something To Do—1, 3</p>  | <p>Have the pupils either as a group or individual project, apply the general geographical knowledge acquired here to one region of each type (see Content column to left, Section 2, (a) to (n) in the eastern hemisphere. Have them report the results of their investigation orally. (The number of pupils in the class will determine the size of the groups.)</p>  |
| <p>II. The use of Natural and Human Resources Determines Standard of Living:<br/>Application of this Principle to Latin America</p> <ol style="list-style-type: none"> <li>1. Development of human resources (II-235-247) (I-373-387)</li> <li>2. Development of agricultural resources (II-214-227) (I-389-391)</li> <li>3. Development of mineral resources (II-248-269) (I-391-397)</li> <li>4. Development of electric power (I-397-403)</li> <li>5. Development of manufacturing (I-404-409) (II-278-292)</li> <li>6. Development of social legislation (I-408-409)</li> <li>7. Development of transportation and communication (I-413-420) (II-295-320)</li> <li>8. Development of trade (I-423-431)</li> </ol>   | <p>1, 3</p> <p>6, 8</p> <p>9</p> | <p>Group A<br/>Page 387—Test Your Understanding<br/>Page 410—Test Your Understanding<br/>Page 388—3, 5<br/>Page 410—6<br/>Page 421—8, 9<br/>Page 432—4</p> <p>Group B<br/>Page 388—Vocabulary, 2, 6<br/>Page 410—1, 2, 5<br/>Page 421—5, 8, 9</p> | <p>Have the pupils write on essay in which they use the knowledge gained in this sub-problem to compare Canada and the United States with Latin America with respect to each of the sub-headings in this content. (Information on Canada and the United States should come partly from background knowledge of the pupils, from current news as well as from other references. The essay will be better done if the writing is preceded by class discussion and class preparation of an outline.)</p> |

## UNIT II — INDUSTRIAL EXPANSION HAS LED TO BUSINESS ORGANIZATION

### Point Of View

While the pupils were studying Unit I of this course they learned that the natural environment gives to people living in same regions an advantage in the development of manufacturing industries. Canada possesses several such regions, one of which is our own province of Alberta. Although industrial growth here started fairly recently, every school child in the province is close enough to a factory — sugar refinery, vegetable or milk cannery, packing plant, oil refinery, flour or saw mill — as well as to a large retail or wholesale firm handling the produce of these factories to have same knowledge of working condition and business management. Grade IX students are interested in both of these aspects of modern living because the time when they will affect their own lives even more directly is not far distant. To understand present day labor and business organization the pupil might examine local conditions and delve into their historical background.

Before investigating the past, the pupils could, through class discussion, assess their own knowledge of conditions in local factories and what types of business firms operate in the community. It will appear that the eight-hour day, holidays with pay, and safety devices and campaigns in industry are familiar concepts. This is true, too, of the single proprietorship exemplified in the corner store, business corporations with limited liability, co-operative societies and credit unions. Preliminary class discussions could be used to bring out these two facts about modern industrial life

— the existence of common labor standards and the division of business organizations into a number of distinct types. The latter may now be shelved while the students examine modern working conditions and explore their history. The question now arises, "What is responsible for regulations affecting labor?" The detailed study of the unit could begin with an examination of types of labor organization in Canada and the United States and the history of how these have come into existence.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in **Column two** refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as a place where emphasis is needed on a particular objective.

### References

#### PRIMARY REFERENCES

CANADA IN THE WESTERN WORLD, McDaugh and Finn.

#### SECONDARY REFERENCES

CANADA, 1966, or current year.

BUILDING OUR LIFE TOGETHER, Arnold and Banks.

LIVING IN THE SOCIAL WORLD, Quinn and Repke.

#### NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above:

1. CANADA IN THE WESTERN WORLD. E.g. 1—38 - 42)

### SPECIFIC OBJECTIVES

#### Understandings

The child should show that he has acquired the generalization that:

1. Working conditions have been regulated because of the legitimate demands of the workers themselves.
2. Large-scale production is made possible by the investment of large amounts of capital commonly administered by corporations.
3. Governments provide social services and conduct businesses which private enterprise for a number of reasons does not undertake.
4. Management and labor are interdependent.

#### Skills, Abilities, Habits

The child should show that he has acquired:

5. The ability to prepare an outline and use it as the basis for writing an essay.

6. Skill in reading a body of material to find the answers to given questions.
7. The ability to make time lines and use these in making comparisons between different historical periods.
8. The habit of examining historical events in the light of developments in his own time.

#### Attitudes

The child should show that he acquired:

9. An attitude of appreciation of the complexity of the problems which have arisen as a result of large scale industrialization.
10. An attitude of appreciation for social benefits obtained through the operation of democratic government.

**Suggested Time** — A maximum of five weeks.

# GRADE IX, UNIT II

| CONTENT   | SPECIFIC OBJECTIVES                   | SUGGESTED ACTIVITIES   | SUGGESTED EVALUATION PROCEDURES   |
|---|---------------------------------------|--|---|
| <p>Overview: (Preliminary discussion)</p> <ol style="list-style-type: none"> <li>1. Ways in which labor is regulated in local industries:<br/>Hours, wages, safety precautions, school leaving age, workmen's compensation, unemployment insurance, union activities.</li> <li>2. Types of businesses found in the community; single proprietor, partnerships, corporations with limited liability, co-operative businesses (e.g. credit unions).</li> </ol>  |                                       | <p>Through a class discussion examine the working conditions and business organization on the local scene.</p> <p>List local firms with which your family deals and state the type of business organization of each.</p> |   |
| <p><b>A. Organization and Regulation of Labor</b></p> <ol style="list-style-type: none"> <li>1. Organization of labor in Canada and the United States (I—339-345)               <ol style="list-style-type: none"> <li>(a) Types of unions</li> <li>(b) National and international unions</li> <li>(c) Canadian unions: T.L.C., C.C.L., N.C.C.L.</li> <li>(d) History of labor movement</li> <li>(e) Problems concerning labor and management</li> </ol> </li> <li>2. Government Regulation of Labor in Alberta<br/>The Alberta Labor Act (I—345-349)               <ol style="list-style-type: none"> <li>(a) Wages</li> <li>(b) Hours of work</li> <li>(c) Union membership</li> <li>(d) Safety and welfare regulations</li> <li>(e) Compulsory education</li> <li>(f) Workmen's compensation</li> </ol> </li> <li>3. Other Social Legislation Affecting Workers.<br/>The Dominion Government official handbook (CANADA, 1966 or Current Year)               <ol style="list-style-type: none"> <li>(a) Unemployment insurance</li> <li>(b) Housing acts</li> <li>(c) Family allowances</li> <li>(d) Old age pensions</li> </ol> </li> <li>4. Local Measures               <ol style="list-style-type: none"> <li>(a) Hospitalization and medical service schemes (municipal and provincial governments)</li> <li>(b) Local Welfare Agency</li> </ol> </li> </ol> | <p>1, 3,</p> <p>6, 8</p> <p>10</p>    | <p>Page 328—Vocabulary, Something To Do—5.</p> <p>Page 328—Something To Do—3, 4, 7.</p> <p>Make a time line of social legislation studied in this sub-problem.</p> <p>Page 328—Something To Do—1, 2.</p>                 | <p>Have the pupils make an outline of the different types of labor unions, illustrating them from existing Canadian and American organizations.</p> <p>Have the pupils write a paragraph using the above outline as a basis.</p> <p>Prepare and give to the pupils a matching test on social legislation in Canada.</p> |
| <p><b>B. Historical Background of Regulation of Working Conditions (I—329-339)</b></p> <ol style="list-style-type: none"> <li>1. Effect of industrial revolution and breakdown of guilds on workers               <ol style="list-style-type: none"> <li>(a) Low wages</li> <li>(b) Long hours</li> <li>(c) Poor food, clothing and housing</li> <li>(d) Child labor</li> </ol> </li> <li>2. The Reformers               <ol style="list-style-type: none"> <li>(a) Robert Owen</li> <li>(b) Lord Shaftesbury</li> <li>(c) William Cobbett</li> <li>(d) Robert Peel</li> </ol> </li> </ol>  | <p>1, 3,</p> <p>4, 5,</p> <p>6, 7</p> | <p>Read carefully in a history or encyclopedia about any one of the Reformers listed in the content.</p>   | <p>Through discussion lead the pupils to discover why social legislation in Canada was much later than in Britain.</p> <p>Have the pupils write a paragraph about the work of any one of the reformers studied in this sub-problem.</p>   |

| CONTENT   | SPECIFIC OBJECTIVES | SUGGESTED ACTIVITIES   | SUGGESTED EVALUATION PROCEDURES   |
|---|---------------------|--|---|
| 3. The Reforms<br>(a) Factory Acts<br>(b) Mines Act<br>(c) Abolition of Combination Acts and Corn Laws<br>(d) Poor Law ✓<br>(e) Ten Hour Act ✓<br>(f) Housing Acts<br>(g) Notional Health Act<br>(h) Workmen's Compensation<br>(i) Unemployment Insurance<br>(j) Old Age Pensions ✓ |                     | Make a time line of social legislation in Britain, using the same scale as you did for the Canadian time line. | Lead the pupils to discover through discussion why there is no "Labor Party" in Canada.                               |
| 4. The Labor Movement<br>(a) Repeal of Combination Acts<br>(b) Introduction of "collective action"<br>(c) Foundation of Labor Party   | 8, 10               |  |   |
| C. History of Organization of Business (1-317-328)<br>1. Trading companies<br>(a) Regulated corporation<br>(b) Joint stock company  |                     | Page 349—Test Your Understanding, Vocabulary, Something To Do—5.   |   |
| 2. New needs arising out of Industrial Revolution.<br>(a) Large amounts of capital needed<br>(b) Large profits meant large sums for investment<br>(c) Risks meant need for protection   | 2, 3,<br>4, 6       | Page 349—Map Exercise, Something To Do—1, 4.   | Have the pupils write down one advantage and one disadvantage of each type of business.                               |
| 3. New types of organization<br>(a) General partnership<br>(b) Limited partnership<br>(c) Corporations<br>(d) Co-operative enterprises<br>(e) Government enterprises<br>(f) Cartels<br>(g) Trust companies  | 8, 9,<br>10         | Review your list and classification of local firms and add to it in the light of your increased knowledge.     | Prepare and give an objective type test about the kinds of business organization, their advantages and disadvantages. |
| 4. Co-operative enterprises in Alberta<br>(a) U.F.A.<br>(b) U.G.G.<br>(c) Wheat Pool  |                     |  |   |



## UNIT III — AMERICAN CULTURE WAS DEVELOPED THROUGH EUROPEAN SETTLEMENT

### Point Of View

To the average Grade IX student the adjective "American" refers to the United States of America. However, when the topic of this unit is introduced pupils will notice the use of the plural "cultures" and will readily see that the term American here refers to all peoples of the new world. In this sense our Canadian culture is also an American culture.

The student is aware of our Canadian way of life both from experience and from units in the Grade VII and VIII program. Unit VI of the latter course helped pupils to see how our culture has been influenced by that of the United States and, to some extent, where our individuality has been maintained. In Unit III of the same year's work the founding of the American colonies and their subsequent loss to the British Empire received attention. Unit I, Grade IX, gave the pupils an opportunity to explore the geography and economic life of several regions in the Americas. Beyond this the children's knowledge of the United States is fragmentary as they have gained it from casual reading and brief visits. Of the Latin American countries they have even less awareness because of the almost total lack of contact. In this unit attention is focused on the history of the settlement of the United States and their Latin American neighbors. Although Latin America has received the major share of attention in the quiz contained in the overview, any extra weight of emphasis throughout the unit may well be placed on the United States because of its proximity to and close relations with Canada.

In order to introduce this unit the teacher may prepare a short-answer quiz to bring out the pupils' own background of knowledge. Exploration and early settlement by the Spanish and Portuguese, the presence of highly civilized native tribes in some regions (Mayas,

Incas), the change from colonial to independent status, could form the subject matter of the quiz.

This unit is suited to the preparation of reports by groups of students. However, care should be taken that the study is complete. A good plan would be for the teacher to place on the blackboard an outline of the unit showing the problem and sub-problems properly related to each other. This outline may be built by the teacher and student together, depending upon the ability of the class. The next step could be for the class to decide, under the guidance of the teacher, those parts of the unit to be studied by student investigation. The appointment or choice of leaders and group members could then be attended to, followed by the selection of a specific area of subject matter for each group to study. Those areas not chosen for group study could be taught by the teacher, who could constantly relate his own contribution and the material presented by the groups to the problem of the unit.

### References

#### PRIMARY REFERENCES

CANADA IN THE WESTERN WORLD, McDougall and Finn.  
WORLD GEOGRAPHY, Bradley.

#### SECONDARY REFERENCES

CANADA, 1966, or current year.  
THIS IS AMERICA'S STORY, Wilder, Ludlum and Brown.  
OUR LATIN AMERICAN NEIGHBORS, Brown, Bailey and Haring.  
ACROSS THE AGES, Capen.

#### NOTE CONCERNING REFERENCES

In the grid, page references are given for the two primary references sources named above:

- I. CANADA IN THE WESTERN WORLD;
- II. WORLD GEOGRAPHY E.g. (I—56 - 60); (II—43 - 45).

### SPECIFIC OBJECTIVES

#### Understandings

That child should show that he has acquired the generalization that:

1. Early settlement determined the type of culture developed in different parts of the Americas.
2. Differences in language, customs, and economic development tended to keep Latin America apart from United States and Canada during the pioneer period.
3. As certain American countries have become highly industrialized, trade among countries of the new world has increased.

#### Skills, Abilities, Habits

The child should show that he has acquired:

4. The ability to carry on his studies through group

methods with an increasing degree of independence.

5. Skill in determining causes and effect in the cultural development of the American countries.
6. The habit of regarding himself along with other peoples of the western hemisphere as American.

#### Attitudes

The child should show that he has acquired an attitude:

7. Of appreciation of the common problems and interests of American peoples.
8. Of appreciation of the advantages of closer unity among American peoples.
9. Of interest in the history of the United States and Latin America.

**Suggested Time** — A maximum of ten weeks.

# GRADE IX, UNIT III

| CONTENT   | SPECIFIC OBJECTIVES   | SUGGESTED ACTIVITIES   | SUGGESTED EVALUATION PROCEDURES   |
|---|---|--|---|
| <p>Overview: Introductory quiz</p> <ol style="list-style-type: none"> <li>1. Use of term "Latin America"</li> <li>2. Some Latin American countries; their capitals and location in climatic zones.</li> <li>3. Early exploration and settlement               <ol style="list-style-type: none"> <li>(a) Spanish and Portuguese in Latin America</li> <li>(b) British and other colonies</li> </ol> </li> <li>4. Native inhabitants encountered</li> <li>5. Countries held as colonies today</li> <li>6. Countries which gained independence through revolution</li> </ol>  |   | <ol style="list-style-type: none"> <li>1. Prepare outline of unit</li> <li>2. Select areas to be studied</li> <li>3. Choose leaders and organize groups</li> <li>4. Prepare reports</li> <li>5. Deliver reports in the order in which they appear in the outline for the unit</li> </ol>   | <p>Prepare and give to the children a quiz to collect the facts they already know about the Americas.</p>   |
| <p>A. Movements of Peoples to and Within the Americas</p> <ol style="list-style-type: none"> <li>1. The Caribbean Region (by the Spaniards) (I-79-104)               <ol style="list-style-type: none"> <li>(a) Cuba and Hispaniola — Columbus, 1492</li> <li>(b) Panama — Pizarro and Balboa, 1513</li> <li>(c) Mexico — Cortez, 1519-1525 (Northern and Southern Mexico — Alvarado, Coronado, 1523, 1540)</li> <li>(d) Florida and other areas adjacent to Mexico; e.g., California, 1512 and later</li> </ol> </li> <li>2. South America               <ol style="list-style-type: none"> <li>(a) Spanish penetration and settlement (I-107-112, 116-123)                   <ol style="list-style-type: none"> <li>(1) Peru — Pizarro, 1531</li> <li>(2) Chile — Valdivia, 1540</li> <li>(3) Columbia — Queseda, 1536</li> <li>(4) Argentina (the Plato) — Mendoza, 1534</li> </ol> </li> <li>(b) Portuguese penetration and settlement (I-124-126)                   <ol style="list-style-type: none"> <li>Brazil — Cabral, 1500 Sousa, 1532</li> </ol> </li> </ol> </li> <li>3. The United States (colonial period) (I-173-191)               <ol style="list-style-type: none"> <li>(a) From Britain to Virginia, Maryland, the Carolinas, Georgia</li> <li>(b) Pilgrims to New England</li> <li>(c) Puritans to New England</li> <li>(d) Dutch to New Amsterdam</li> <li>(e) Swedes to New Sweden</li> <li>(f) Spanish to Louisiana</li> </ol> </li> <li>4. The United States (internal movements) I-259-276)               <ol style="list-style-type: none"> <li>(a) Before 1800                   <ol style="list-style-type: none"> <li>(1) "Long hunters" and backwoodsmen through the Cumberland Gap (Daniel Boone)</li> <li>(2) Across the Ohio River into the old Northwest (Ordinance of 1787)</li> </ol> </li> <li>(b) After 1800                   <ol style="list-style-type: none"> <li>(1) Southerners into Florida</li> <li>(2) With Austin to Texas</li> <li>(3) By the Oregon Trail to fertile land</li> <li>(4) For trade, settlement and gold to California</li> <li>(5) To settle the western prairies (Homestead Act, 1862, railway building, 1860's)</li> </ol> </li> </ol> </li> <li>5. The United States (immigration) (I-291-301)               <ol style="list-style-type: none"> <li>(a) From Ireland (1820-1850)</li> <li>(b) From Germany (1850-1890)</li> <li>(c) From Scandinavia (1880's)</li> <li>(d) From southern and eastern Europe (1890-1920)</li> <li>(e) From China (1860's, 1885-1920)</li> <li>(f) From Japan (1900-1924)</li> <li>(g) From Africa (1700-1808) (I-259)</li> </ol> </li> </ol> | <p>1, 2</p> <p>4, 5</p> <p>9</p> <p>1, 2</p> <p>4, 5</p> <p>9</p> | <p>GROUP B</p> <p>Page 77 — Test Your Understanding</p> <p>Page 77 — Map Exercise</p> <p>Page 78 — Something To Do — 4</p> <p>Page 104 — Test Your Understanding</p> <p>Page 105 — Map Exercise</p> <p>Page 105 — Something To Do — 5, 8</p> <p>Page 145 — Test Your Understanding</p> <p>Page 145 — Vocabulary</p> <p>Page 191 — Test Your Understanding</p> <p>Page 191 — Map Exercise</p> <p>Page 276 — Test Your Understanding — 1, 3, 4, 5, 10</p> <p>Page 276 — Map Exercise — 1</p> <p>Page 277 — Something To Do</p> | <p>On an outline map of the Caribbean region and South America have the children place the names of countries and of the founders of the original settlements.</p> <p>Direct the class to write a paragraph comparing U.S. and Latin American settlement under the following headings:</p> <ol style="list-style-type: none"> <li>(a) Reasons for settlement</li> <li>(b) Life of settlers</li> </ol> <p>Make a list of movements of people to and within the U.S. Have the children arrange these in chronological order.</p> <p>Prepare and give to the class a multiple choice test on the immigrants, their reasons for coming to the United States and their place in American life.</p> |

| CONTENT  | SPECIFIC OBJECTIVES                 | SUGGESTED ACTIVITIES   | SUGGESTED EVALUATION PROCEDURES   |
|--|-------------------------------------|--|---|
| <p>B. How Settlers in America Developed Distinctive Cultures (I-96- 101; 132-135; 272-280)</p> <p>1. Economic life and customs</p> <p>(a) As affected by geography: occupations, shelter, clothing, food</p> <p>(b) As affected by existing native cultures: crops, food, beverages, skills, fine arts</p> <p>(c) As affected by the culture brought from the homelands: language, religion, recreation, ways of working</p> <p>2. Struggle for Independence (I-197-206; 207-219; 221-228; 131-140)</p> <p>(a) Reasons and opportunity for revolt</p> <p>(b) Leadership available</p> <p>(c) The United States makes the first break</p>                 | <p>1, 2</p> <p>4, 5</p> <p>9</p>    | <p>GROUP A</p> <p>Page 218 — Map Exercise — 1</p> <p>GROUP B</p> <p>Page 218 — Map Exercise</p> <p>Page 219 — Something To Do — 5, 6</p> <p>Page 227 — Test Your Understanding</p> <p>Page 228 — Something To Do</p> | <p>Prepare and give to the class an objective test on the group reports prepared and delivered during the study of the unit.</p>  |
| <p>C. Modern Conditions and Problems</p> <p>1. Arising out of government</p> <p>Unstable governments in the Latin Americas since the gaining of independence (I-134-138; 215-218)</p> <p>2. Arising out of industrialization (raw materials, markets, labor)</p> <p>3. Arising out of relations within the Western Hemisphere</p> <p>(a) Increase in trade</p> <p>(b) The Pan-American Union</p> <p>(c) American-Canadian joint defence plans</p> <p>4. Arising out of relations with the world beyond the Western Hemisphere</p> <p>(a) Canada and the Commonwealth</p> <p>(b) The Americas and the United Nations</p> <p>(c) The Americas and NATO</p> | <p>1, 2</p> <p>3, 4</p> <p>7, 8</p> | <p>GROUP A</p> <p>Page 475 — Something To Do — 5</p> <p>Page 493 — Test Your Understanding</p> <p>GROUP B</p> <p>Page 206 — 4</p> <p>Page 475 — 4</p> <p>Page 475 — Test Your Understanding — 1, 2, 3, 4</p>         | <p>Have the students place on a chart containing the names of Canada, U.S., Mexico, Brazil, Argentina, and Chile the names of the chief products which make up the export and import trade of each of these countries.</p> <p>Help the class to write a joint essay: Modern Problems of the Americas.</p> |

## UNIT IV — THE EFFECT OF INDUSTRY ON HOME AND COUNTRY LIVING

**NOTE:** Teachers may wish to combine this unit with Unit IV.

### Point Of View

The study of geography, economics, and history in this program places emphasis on Canada in relation to the rest of the world. From this broad outlook, the attention of the student should now be focused on his local community where influence of the modern industrial world affects his every day living. Man's production, made possible by mechanization, has brought into the immediate physical environment artifacts which have greatly modified social living.

Many of our modern day problems stem from man's inability to keep social progress abreast with material development. The child studying this unit will examine objectively the effects on this material development on family and community. A serious assessment of family life with its ties, of the function of the home and its place in the community is basic to good citizenship.

Since the unit deals with the immediate environment and the familiar aspects of group living, urban or rural, procedure may be based largely upon class discussion. In the opening discussion the pupils might compare their activities on an ordinary day with those of children in pioneer times. Individual and group re-

part could well be directed to topics such as "Home Planning", "Furnishing a House", and "Electrification Affects Rural Living".

It should be noted that in the grid, following the statement of "Specific Objectives" the numbers in column two refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

### References

#### PRIMARY REFERENCES

CANADA IN THE WESTERN WORLD, McDougall and Finn

#### SECONDARY REFERENCES

The Official Handbook (CANADA, 1966, or current year).

LIVING IN OUR COMMUNITIES, Krug, Quillen and Simpson.

BUILDING OUR LIFE TOGETHER, Arnold and Banks.

LIVING IN THE SOCIAL WORLD, Quinn and Repke.

ACROSS THE AGES, Capen.

#### NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above:

1. CANADA IN THE WESTERN WORLD E.g. (1-95 - 116)

### SPECIFIC OBJECTIVES

#### Understandings

The child should show that he has acquired the generalization that:

1. Modern industrialism has created many problems in both the family and community.
2. Each individual must accept his responsibilities in family living.
3. Because of the tremendous increase in labor-saving devices in the home and community all members of the family have an increased amount of leisure.
4. The local government provides many social services.

#### Skills, Abilities, Habits

The child should show that he has acquired:

5. Good habits in regard to the use of his leisure time.
6. The ability to contribute effectively to the discussion with material drawn from his own experience.

#### Attitudes

The child should show that he has acquired:

7. An appreciation of the value of a happy well-balanced home environment.
8. An appreciation of the services rendered by a modern community.
9. A willingness to criticize constructively his own contributions to family life.

**Suggested Time** — A maximum of two weeks.



# GRADE IX, UNIT VI

| CONTENT  | SPECIFIC OBJECTIVES                  | SUGGESTED ACTIVITIES   | SUGGESTED EVALUATION PROCEDURES   |
|--|--------------------------------------|--|---|
| <b>I. The Family (I-351-352)</b><br>1. Function in present day as compared with pioneer times<br>2. Family circle<br>(a) Role of father, mother and children<br>(b) Responsibilities of individual members (co-operative unit or team)<br>3. Health, education, recreation of each family member   | 1, 2<br><br><br><br>3, 5<br><br>7, 9 | Page 367 — Vocabulary<br>Page 368 — 4<br>Page 368 — Something To Do — 2, 5   | Have the pupils prepare summaries (side by side) showing similarities and differences of family living in pioneer days and at the present time. |
| <b>II. The Home (I-352-355)</b><br>1. Physical aspects — planning, building materials, plumbing, heating, air conditioning, furnishings, landscaping, surroundings<br>2. Effect of labor saving devices — washing machines, refrigerators, telephones<br>3. Housing problems — social legislation, slum clearance<br>4. Urban and rural living   | 2, 8                                 | Write a paragraph about the difference between your home and the homes your parents grew up in.  | Have the students classify a list of new materials under the general headings: wood, metallic and plastic or synthetic.                         |
| <b>III. The Community (I-355-359)</b><br>1. Definition<br>2. Community problems in early days as compared with present day<br>3. Community living — interdependence of people within a community. Types of services rendered (professional, recreational, etc.)<br>4. Effects of industrialism on community living<br>(a) Shift from rural to urban<br>(b) Community planning<br>5. Present day social and special services<br>(a) Sanitation — sewage and garbage, health inspectors<br>(b) Care of the sick — hospitals, sanitoriums, blood banks<br>(c) Interest in community welfare — service clubs, Y.M.C.A., Y.W.C.A. | 4<br>5<br>8                          | Write a letter to a friend living in the city (or in the country if you live in the city) to find out the difference between rural and urban living. | Have the pupils write a paragraph on the topic "Interdependence in the Community".  |

## UNIT V — DEMOCRATIC GOVERNMENT IN CANADA

### Point Of View

When a unit of study at the junior high school level is focused upon government the problem lies in removing it from the abstract to the realm of reality. In Grade VII when local government was studied this purpose may have been accomplished through analogy, likening the local administration to a baseball team. Again, in Grade VIII a study of the development of democratic institutions in Britain may have revolved about a core of dramatic incidents. This unit of the Grade IX program is designed to acquaint the pupil with the provincial and federal aspects of government and pupil with the provincial and federal aspects of government and to link these with both the local and the British scene. It may be advisable to approach this study through our immediate contacts with both governments.

The introduction of this unit could be made by means of class discussions. A leading question could be "In our everyday lives how are we aware of the operation of the government?" As the examples are given they may be listed under three headings: federal, provincial, and local. Here are a number of examples which are likely to be cited. When you post a letter you use a service of the federal government. Traffic regulations are the work of the local administration. When you buy gasoline or an automobile licence you pay money into the provincial treasury. On returning from a holiday in the United States you visit a Dominion Government Customs Office. National Parks where we spend

a holiday are maintained by the same government. On the other hand public works such as road building would appear in all three columns as would the administration of justice. This discussion would probably occupy two class periods.

We may now focus our attention upon our contacts with the federal and provincial governments with the object of formulating the questions which we expect to be able to answer during the course of our study of the unit. How are the powers divided between these two governments? What is the machinery of government in each case? What is the course of a bill in its passage through parliament? The grid which follows is so arranged as to assist pupils to investigate these and other problems to their satisfaction.

### References

#### PRIMARY REFERENCES

CANADA IN THE WESTERN WORLD, McDougall and Finn.

#### SECONDARY REFERENCES

The Official Handbook (CANADA, 1966, or current year)

OUR PROVINCIAL GOVERNMENT

#### TEACHER REFERENCE

CANADIAN DEMOCRACY IN ACTION, Brawn.

#### NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above:

I. CANADA IN THE WESTERN WORLD E.g. (1—99 - 105).

### GRADE IX, UNIT V

### SKILLS, ABILITIES, HABITS

#### Understandings

The child should show that he has acquired the generalization that:

1. A division of powers between the federal and provincial governments makes greater efficiency possible.
2. The complexities of modern living have greatly increased the work of the government.
3. An essential feature of democratic government is its ability to change to meet new situations.
4. Over a period of time the government in a democratic country cannot over-ride the wishes of the majority of the people.

#### Skills, Abilities, Habits

The child should show that he has acquired:

5. The ability to take part in a meeting conducted according to parliamentary procedure.
6. The habit of keeping laws formulated through the democratic process of government.

#### Attitudes

The child should show that he has acquired an attitude:

7. Of respect for the laws that are formulated by our democratic government.
8. Of faith in the principles of democratic government.

**Suggested Time** — Maximum of seven weeks.

# GRADE IX, UNIT V

| CONTENT   | SPECIFIC OBJECTIVES  | SUGGESTED ACTIVITIES   | SUGGESTED EVALUATION PROCEDURES  |
|---|--|--|--|
| <p>A. 1. The Machinery of Government (I—231-232)</p> <p>(a) British — Queen, Prime Minister, Cabinet, two Houses of Parliament, Departments</p> <p>(b) Canada — Queen, Governor-General, Prime Minister, Cabinet, two Houses of Parliament, Departments, Administrative Boards</p> <p>(c) Province — Lieutenant-Governor, Premier, Cabinet, Legislative Assembly, Departments, Administrative Boards</p> <p>2. Division of Powers by B.N.A. Act (I—239-243)</p> <p>(a) Federal Powers:</p> <p>(1) Power to make laws for the peace, order and good government of Canada in relation to all matters not assigned exclusively to the provinces</p> <p>(2) Unlimited powers of taxation</p> <p>(b) Provincial Powers:</p> <p>(1) Education</p> <p>(2) Administration of Justice</p> <p>(3) Municipal institutions</p> <p>(4) Establishment and maintenance of prisons and hospitals</p> <p>(5) Administration of public lands</p> <p>(6) Regulation of labor</p> <p>(7) Direct taxation to raise revenue for provincial purposes</p> <p>(c) Legislation required to change division of powers (E.g. For enactment of unemployment insurance by Federal Government)</p> <p>3. The Passage of a Bill Through Parliament (I—248-250)</p> <p>(a) Federal</p> <p>(b) Provincial</p> | <p>1, 2</p> <p>3</p> <p>3, 4</p> <p>5, 8</p> <p>1, 2</p> <p>3, 4</p> <p>5, 6</p> <p>7, 8</p> | <p>Page 255 — Test Your Understanding — 1</p> <p>Page 256 — 7</p> <p>Prepare a chart showing the machinery of government — Britain, Canada, and the provinces. Use parallel columns so that likenesses and differences may be noted at a glance.</p> <p>From your reference book list the powers of federal and provincial governments. Learn the lists.</p> <p>Page 256 — 2, 6</p> <p>Investigate the history of unemployment insurance in Canada. Write an essay on this topic. Give reasons for the delay in this legislation and why a federal act was needed.</p> <p>Examine rules for parliamentary procedure. Conduct a parliamentary debate on the topic "Resolved: That there should be federal aid for education".</p> | <p>Have the pupils support the first specific objective of this unit in regard to one federal and one provincial power.</p> <p>Prepare a paragraph on the passage of a bill so that the pupils are required to arrange the sentences in the right order.</p> |
| <p>B. 1. Local Representation in Federal and Provincial Governments (I—250-251)</p> <p>(a) Representation by population</p> <p>(b) Electoral districts</p> <p>(c) Redistribution of seats</p> <p>2. Sources of Revenue (I—243-247)</p> <p>(a) Federal (direct and indirect taxes)</p> <p>(1) Income tax</p> <p>(2) Corporation tax</p> <p>(3) Inheritance tax</p> <p>(4) Customs taxes</p> <p>(5) Excise taxes</p> <p>(b) Provincial (direct taxes)</p> <p>(1) Federal grants</p> <p>(2) Automobile licenses</p> <p>(3) Gasoline tax</p> <p>(4) Amusement tax</p> <p>(5) Revenue from public lands</p> <p>3. Business Arising out of Government — the Work of the Executive (I—252-254)</p> <p>(a) Prime Minister (or Premier) and cabinet</p> <p>(b) Departments — Civil Service</p> <p>(c) Administrative Boards</p> <p>(d) The Judiciary</p> <p>(e) Royal Commissions</p>  | <p>4, 5</p> <p>7, 8</p> <p>2, 4</p> <p>7, 8</p> <p>2, 3</p> <p>4, 5</p> <p>6, 7</p> <p>8</p> | <p>Page 255 — 4</p> <p>Find and learn the names of your local representative in the federal and provincial governments</p> <p>Page 255 — 2</p> <p>Make a circle graph showing the percentage of revenue which comes from each source.</p> <p>On a chart list the departments of the federal or provincial government with a few words on the work of each.</p>   | <p>Prepare the class to conduct a parliamentary debate on the subject "The federal government should give greater aid to education".</p> <p>Prepare and give a matching test on the work of the departments.</p>   |

| CONTENT  | SPECIFIC OBJECTIVES                 | SUGGESTED ACTIVITIES  | SUGGESTED EVALUATION PROCEDURES  |
|--|-------------------------------------|---|--|
| <p>C. Canada Becomes a Nation<br/>(1-232-239; 247-248; 252)</p> <ol style="list-style-type: none"> <li>1. Military government</li> <li>2. Crown colony</li> <li>3. Quebec Act</li> <li>4. Constitutional Act</li> <li>5. Durham Report</li> <li>6. Act of Union</li> <li>7. Responsible Government</li> <li>8. Confederation</li> <li>9. Statute of Westminster</li> <li>10. Canada amends her constitution</li> </ol> | <p>1, 2</p> <p>3, 4</p> <p>5, 8</p> | <p>GROUP A<br/>Page 255 — Test Your Understanding — 3, Vocabulary</p> <p>GROUP B<br/>Page 255 — Map Exercises — 1, 2, 3, 4.<br/>Make a time line of the events in this sub-problem.</p> | <p>Prepare and administer a test where each question requires to be answered in one complete sentence, so that pupils will test their knowledge of the sequence of events in this section.</p> |



## UNIT VI — OUR HOMES AND COMMUNITIES PROVIDE FOR MAN'S CULTURAL NEEDS

The pupil in studying Problem IV related the affected changes in our social living to the influences of modern industry. Emphasis was directed to the ways in which our homes and communities are meeting our physical and material needs. This unit proposes to make some differentiations between what may be termed "just" living or existing and "full or complete" living. It is intended to show that the art of true living exceeds the limits which satisfy the physical and material comforts of man. Avenues for self-expression must be provided through cultural enlightenment.

This unit may be introduced by the teacher presenting to the class a fine musical selection on the phonograph in order to stimulate a discussion on what we mean by the terms "beautiful" or "good". Another possible introduction would be a discussion on a beautiful scene or a masterpiece of art. From here the discussion could be expanded to include other fine arts such as literature and drama. Leading questions could now be, "Can man live by bread alone?" "What constitutes a full life?"

As the subject lies fully within the realm of meaningful experience of the student, emphasis on class discus-

sion could be a logical development. Group activities and committee investigations could follow the suggested outlines.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in column two refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objective in each subsection provides direction as to a place where emphasis is needed on a particular objective.

### References

#### PRIMARY REFERENCE

CANADA IN THE WESTERN WORLD, McDougall and Finn.

#### SECONDARY REFERENCES

The Official Handbook (CANADA, 1966, or current year).

#### NOTES CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above:

I. CANADA IN THE WESTERN WORLD E.g. (1—112 - 120)

### GRADE IX, UNIT VI

### SPECIFIC OBJECTIVES

#### Understandings

The child should show that he has acquired the generalization that:

1. Learning is a never-ending process.
2. Social institutions such as the home, the school, and the church contribute to the development of the whole being.
3. The home and the community share the responsibility of satisfying man's cultural needs.
4. Man's need for religious expression must be satisfied.
5. The quality of man's culture is the measure of his civilization.

#### Skills, Abilities, Habits

The child should show that he has acquired:

6. The skill to think clearly and independently in terms of aesthetic values.
7. The ability to use one or more of the recognized forms of artistic expression.

#### Attitudes

The child should show that he has acquired an attitude:

8. Of increasing tolerance towards religious and cultural differences.
  9. Of greater general interest and curiosity in the fine arts of gracious living.
  10. Of sincere appreciation for his cultural heritage.
- Suggested Time** — A maximum of two weeks.

| CONTENT   | SPECIFIC OBJECTIVES   | SUGGESTED ACTIVITIES  | SUGGESTED EVALUATION PROCEDURES   |
|---|-----------------------|---|---|
| <b>Overview</b><br>What are man's cultural needs?<br>1. Appreciation of the beautiful and good<br>2. Need for self expression   | 1, 2<br>6, 7<br>9     |   | Observe the extent to which each pupil participates in class discussion.                          |
| <b>A. How the Home Begins to Provide Opportunities for and Direction to Cultural Appreciation and Expression (I-359-360)</b><br>1. Home environment created by parental influence<br>2. Media — radio, musical instruments, books, magazines, and handicraft hobbies<br>3. Provision by parents of money for lessons outside the home<br>4. Encouragement in the home to make use of cultural facilities in the community.  | 2, 3<br>5, 7<br>9     | <b>GROUP A</b><br>List under appropriate headings all the different types of programs which can be heard over a local radio station on a particular day.<br><br><b>GROUP B</b><br>Examine a magazine which your family buys regularly. List and comment upon those items which help to fulfill your cultural needs.   |   |
| <b>B. How the Community Expands the Opportunities for Cultural Development (I-350-366)</b><br>1. The school through music, art, literature, drama, and industrial arts; the preparation and presentation of concerts, plays and programs; school fairs.<br>2. Other community agencies — church choirs, Young People's, Boy Scouts, Girl Guides, provincial musical festivals, museums.   | 2, 3<br>5, 6<br>9, 10 | <b>GROUP A</b><br>List under the headings given in Subproblem II, Item 1, the opportunities provided by your school for cultural education.<br><b>GROUP B</b><br>Page 368 — 6   | Ask the pupils to write a paragraph to describe an interesting visit to an art gallery or museum. |
| <b>C. How Pleasure and Happiness are Expressed Through Things Beautiful</b><br>1. Art:<br>(a) Design and color in the home, clothing and furnishings<br>(b) Functional art in modern industry<br>(c) Form art in the community — galleries, museums<br>2. Music:<br>(a) Types of music<br>(b) Folk Songs and dances<br>(c) Radio, recordings, movies, television<br>(d) Vocal and instrumental music in one's daily life<br>3. Drama:<br>(a) Purpose of the play<br>(b) Amateur and professional actors<br>(c) The theatre<br>(d) Drama festivals<br>(e) Motion pictures<br>(f) Radio and television drama<br>4. Literature:<br>(a) Relation to the development of the theatre<br>(b) Books, magazines, newspapers<br>(c) Libraries | 1, 7<br>9, 10         | <b>GROUP A</b><br>Investigate and report on up-to-date home decorating and furnishings.<br>Model or draw a home in a pleasing landscape.<br>Report on a movie which is outstanding in musical or dramatic entertainment.<br><br><b>GROUP B</b><br>Discuss and classify the various types of music.<br>Represent pictorially various types of architecture in present-day business plants and building structures. |   |
| <b>How Faith and Purpose are Expressed Through Religious Practices (I-366)</b><br>1. Man's need for religious expression<br>2. Purpose and function of the church<br>3. Role of the home in regard to religion<br>4. Role of the community in regard to religion<br>5. Necessity for religious toleration in a democratic community   | 2, 3<br>4, 5<br>8, 9  | Make a report on the ideals and rules of conduct of a church organization to which you belong.<br>On an outline map of the world indicate major regions dominated by a particular religion.   | Collect the notebooks of the pupils and evaluate them for interest and usefulness.                |

## SUMMARY OF REFERENCES — GRADE NINE

### 1. PRIMARY REFERENCES

CANADA IN THE WESTERN WORLD, McDougall and Finn.  
WORLD GEOGRAPHY, Bradley.

### 2. SECONDARY REFERENCES

The Official Handbook (CANADA, 1966, or current year.  
Order direct from Queen's Printer, Ottawa).  
LIVING IN OUR COMMUNITIES, Krug, Quillen and Simpson.  
BUILDING OUR LIFE TOGETHER, Arnold and Banks.  
LIVING IN THE SOCIAL WORLD, Quinn and Repke.  
THIS IS AMERICA'S STORY, Wilder, Ludlum and Brown.  
ACROSS THE AGES, Capen.  
OUR LATIN AMERICAN NEIGHBORS, Brown, Bailey and  
Haring.  
DISCOVERING GEOGRAPHY: Industry, Stamp.

### 3. ATLASES

CLASSROOM ATLAS (Rand McNally).  
DENT'S CANADIAN SCHOOL ATLAS.  
MODERN CANADIAN ATLAS OF THE WORLD (Ryerson).  
(Inexpensive paper-bound atlas).  
CANADIAN OXFORD SCHOOL ATLAS.

### 4. PERIODICALS

WORLD AFFAIRS (705 Yonge Street, Toronto 5, Ontario).  
JUNIOR SCHOLASTIC (351 Fourth Avenue, New York 10, N.Y.)

## FILMS AND FILMSTRIPS

See the Film and Filmstrip Catalogs of the Audio-Visual Aids Branch Department of Education. Extra copies of Part One (Classified List) of the Film Catalog and of the Filmstrip Catalog can be procured by having the Principal write to the Audio-Visual Aids Branch. In these Catalogs films and filmstrips are listed for **each unit** in the Social Studies Junior High School program. A section also lists films and filmstrips for Language.

THE  
HISTORY OF THE  
CITY OF  
NEW YORK  
FROM  
1609 TO  
1898  
BY  
JOHN B. HOGAN  
AND  
JAMES M. SMITH  
NEW YORK  
1898



# THE LANGUAGE PROGRAM

## TEXTBOOKS:

### Grade VIII

- (1) WORDS AND IDEAS, Book 2
- (2) One of:
  - MACMILLAN SPELLING SERIES, Book 8
  - BASIC GOALS IN SPELLING, Grade 8

### Grade IX

- WORDS AND IDEAS, Book 3

## INTRODUCTION

### Objective

One of the unfortunate facts about language teaching has been the preoccupation of teachers and textbooks with formal correctness — usually in association with classificatory grammar — rather than with what must certainly be regarded as the essence of good language, the **clear communication of ideas**.

Correctness is, of course, important, although the social requirement is perhaps better indicated by the term **acceptability**. Grammar too can play a part in the improvement of expression. But when ideas of grammar and usage become based in sheer classification and so-called “rules” which do not in fact govern actual practices in speaking and writing, the language program becomes unproductive, even sterile.

The basic objective of the present program, then, may be simply stated: **to enable students to speak and write clearly and acceptably, and to read and listen with purpose, accuracy, and discrimination**.

More specific objectives will be found from point to point in the language text themselves.

### The Teacher's Role

Research tends strongly to support the view that the best way to attain an objective is to drive straight for it. Since the language objective is primarily one of facility, this means that students should spend most of their time — under guidance — in actual speaking, writing, reading and listening experiences. It means further that the main functions of the teacher are those of guide and critic. In these roles the teacher works with individual students (through comments on paper work), and with groups or the entire class (through discussion or more formal teaching) when the point applies generally. In the block program the latter procedure will in very many instances follow from social studies activities, opportunistically, **in short, sharp language lessons**. It may of course precede, as when the teacher wishes to anticipate difficulties, or when text materials are used directly to initiate or stimulate discussion and other language activities.

In addition to his roles as guide and critic, the teacher must serve as a model. He should himself exemplify those patterns of clear and effective speech upon which students can profitably build their own language habits.

It must not, however, be forgotten that facility in language results in part from understandings **about** language. There is a place for words about words. A further responsibility of the teacher is therefore that of developing important generalizations about language — as for instance those relating to its social uses and effects, the investigation of grammatical principles, and the description of usage patterns.

### Use Of The Text

The basic texts, **Words and Ideas**, follows a sequence carefully designed to foster progressive language insights and understandings, and to develop specific skills. (Its method, steadily inductive, is from illustration through generalization to application.) But it has also handbook qualities. Each section is individually meaningful, indeed, most chapters can be approached and studied without the prior reading of earlier chapters. The book can therefore be used in either of two main ways: (1) as a reference — for the organization of ideas about language, or for the guidance of language activities already under way, and (2) as the basic program — with its own starting points and applications.

Obviously most teachers will, from time to time, find it desirable to use the text in both ways.

A substantial number of items for study and discussion are given at the ends of the chapters. These include practice exercises together with individual or class projects in which students are asked to think and talk about what they have learned and to apply it to their communication activities both in and out of school. The text is not, however, intended to serve the purpose of a workbook.

### Individual Differences

The basic language program in Grades VIII and IX of the Junior High School is that of the text, **WORDS AND IDEAS**.

Individual differences among students, however, are such that no set program can be precisely followed with advantage to all. For example, the usage standards of **WORDS AND IDEAS** will present no undue challenge to students who come from homes where acceptable language is used; with others the teacher may have to limit his aim to the elimination of gross errors. Verbally minded students will easily master the grammatical principles offered by the text, and perhaps reach out for more; other students will be in difficulty with almost any kind of grammatical obstruction. It is the teacher's responsibility, therefore, to direct his resources — including the text — **as required**. This means adoption of text material: restricting the emphasis of one point, enlarging it on another, enriching it by means of supplementary materials of still another.

Linguistically inferior students must not be faced with tasks which they cannot hope to perform, nor must superior students be bored by activities which offer them no challenge.

The above considerations should not, of course, preclude much class guidance and teaching. Most students can work purposefully within the framework of the text, as detailed in the following chapter.

## Spelling

Experienced teachers have found two main procedures effective in the teaching of spelling. One of these is the use of a good spelling book. The other is the keeping of individual word lists by each student, including (a) new words, and (b) familiar words of peculiar difficulty. (The spelling of social studies words in these lists will, of course, be a particular responsibility of the social studies teacher.)

It is recommended that Alberta teachers encourage the use of both these methods.

A spelling text is required in Grade VIII. The weekly program should be carried out as set forth in the textbook. This means daily scheduling of a certain number of minutes for this work.

The students' personal spelling lists in Grade VIII and IX (words with which they experience individual difficulty, and new words which they meet in various school subjects and in their reading) should be built up when inadequacies are noted or as the new words appear. Teachers can promote this individual program by providing both general and specific opportunities for students to make entries in their lists, and by checking the lists from time to time. It would therefore seem best to keep such lists in a separate spelling book, accessible at all times.

These lists should form a basis for study and practice, preferably during the daily period. Rules or generalizations about spelling found in the text should be applied to and tested against words of the individual lists.

Teachers are cautioned, however, against undue reliance on spelling rules. (Spelling facility is more securely a matter of audio-visual patterns.) Teachers are further cautioned against excessive requirements in the rewriting of words. Students should **say** difficult or new words (to get the sound), and **write them two or three times** to fix their appearance). Writing the word many times — more than three or four — may result in a kind of mechanical overlearning which will render it more rather than less liable to misspelling.

The important thing, of course, is that students should be able to spell words correctly in context. While the research on learning to spell is by no means conclusive, it is a fact that many students spell correctly in lists, but not in context. (The reverse is also true.) The student's spelling performance in the social studies and other school subjects, therefore, will provide the best indication of his facility.

The different kinds and levels of difficulty experienced by individual students in learning to spell must be

recognized. Some learn with the greatest ease, others with the greatest difficulty. While research suggests that all can learn to spell, different students will require more or less time, help, and encouragement. It is recommended that those who learn to spell quickly and accurately be excused from at least some of the drill or practice periods required by others. Their time may more profitably be spent in free reading, for example, or in other activities of individual need or enrichment.

## Evaluation

To the degree that thinking and language are one, the evaluation of language skills must include the evaluation of thought processes. The idea is frequently indistinguishable from its expression.

But just as there is need for the teaching of language as language, so there is need for evaluation of language as such. Such evaluation should be **continuous**, **informal** (with perhaps formal check periods at intervals determined by the teacher), and **cooperative** (with both teacher and student discussing needs, achievements, and progress).

"Marks" and percentages, obviously, are of little benefit in this kind of evaluation. What students need to know is where their strengths and weaknesses lie. They want also to know how their achievement levels relate to those of other members of the class and, in a general way, how satisfactory these levels are.

The achievement and progress chart\* reproduced on page 54 offers one means of making the necessary information graphic and compelling. Frequently teacher and student together should estimate the student's proficiency. (The ratings from 1 to 5 — low or high — are relative within the class.) Differences in rating between teacher and student should be settled by frank discussion and by the most objective possible reference to the student's performance in the skills. Once the student recognizes that the purpose of such evaluation is not to provide a mark, but to point the way for improvement, he will be interested in an accurate diagnosis rather than in rating himself as high as possible.

When all points have been decided upon, connecting lines provide the student with his language profile. Different colored pencil or ink should be used from time to time, so that progress or modification can be noted.

\*It is suggested that each student reproduce this chart for his own use, or that the school mimeograph a supply for all students. Between check periods they may be filed by the teachers or — perhaps more purposefully — retained by the student for his special direction.

NAME .....

CLASS .....

# COMMUNICATION SKILLS ACHIEVEMENT AND PROGRESS CHART

| SPEAKING  | 1     | 2     | 3     | 4     | 5     |
|---|-------|-------|-------|-------|-------|
| Manner: brightness, directness<br>sense of listeners      | ----- | ----- | ----- | ----- | ----- |
| Voice: clearness, pleasantness<br>forceful, pronunciation | ----- | ----- | ----- | ----- | ----- |
| Word Usage: exactness, force<br>acceptability             | ----- | ----- | ----- | ----- | ----- |
| Ideas: (1) interest, reliability<br>(facts)               | ----- | ----- | ----- | ----- | ----- |
| (2) organization, (orderliness,<br>subordination)         | ----- | ----- | ----- | ----- | ----- |
| WRITING   |       |       |       |       |       |
| Form: legibility, neatness                                | ----- | ----- | ----- | ----- | ----- |
| Mechanics: Punctuation, spelling<br>capitalization        | ----- | ----- | ----- | ----- | ----- |
| Word Usage: exactness, force<br>acceptability             | ----- | ----- | ----- | ----- | ----- |
| Ideas: (1) interest, reliability<br>(facts)               | ----- | ----- | ----- | ----- | ----- |
| (2) organization, (orderliness,<br>subordination)         | ----- | ----- | ----- | ----- | ----- |
| LISTENING   |       |       |       |       |       |
| Manner: attentiveness, general<br>courtesies              | ----- | ----- | ----- | ----- | ----- |
| Concentration: accuracy, remembering                      | ----- | ----- | ----- | ----- | ----- |
| Responsiveness: thinking, appreciating,<br>criticizing    | ----- | ----- | ----- | ----- | ----- |
| READING   |       |       |       |       |       |
| Mechanics: speed, word recognition                        | ----- | ----- | ----- | ----- | ----- |
| Concentration: accuracy, remembering                      | ----- | ----- | ----- | ----- | ----- |
| Responsiveness: thinking, appreciation,<br>criticizing    | ----- | ----- | ----- | ----- | ----- |



## OBJECTIVES AND EMPHASES

The approach of **Words and Ideas**, Books 2 and 3, to language learning is inductive rather than deductive, descriptive rather than prescriptive. The student is a co-discoverer of language facts and principles. He is thus stimulated to apply his findings with a full sense of personal understanding and responsibility toward his own improvement in all the communications skills.

The program of each book is divided into four main study areas. These areas, together with the objectives referable to each, may be briefly stated as follows:

1. **The nature of words and ideas:** "Words — what they are, and what they can do for us." Psychological understandings precede terminology. Parts of speech thus become significant in terms of genuine communication, rather than as a closed system of academic classification existing for its own sake.

- Objectives:
- (1) Increasingly mature insights into nature and uses of language.
  - (2) Understanding and use of words as symbols for experience, and as indicators of feeling.
  - (3) Precision in the use of various parts of speech.

2. **Arranging words and ideas** in sentences, paragraphs, and longer compositions. The sentence receives major attention. It is conceived and presented as a thought unit. While some elementary analysis serves to show the interrelationship of sentence parts, the thought approach is carefully guarded against any tendency to regard analysis as a primary end. Similarly, clauses and phrases, together with conjunctions and prepositions come in for attention as means to the more accurate expression of thought relationships.

- Objectives:
- (1) Understanding of the principle of organization as essential to effective expression; skill in grouping and organizing related ideas.
  - (2) Understanding and use of sentences as thought units.
  - (3) Understanding and use of clauses and phrases as sub-sentence units.
  - (4) Understanding and use of punctuation as an aid to meaning.

3. **Usage and grammar.** The stress here is on the range of acceptable usage rather than on the doctrine of correctness (involving so-called "rules" which do not govern and, indeed, never have governed the speech of the vast majority of cultured users of the language). The student is invited to observe the speech habits of those about him, to look critically at his own, and to participate in the discovery of what does and what does not constitute acceptable English.

Grammatical principles are brought into play when they really do serve to explain established usage, and to assist the student with the logic of such usage.

- Objectives:
- (1) Understanding of acceptability as a practical test of good usage.
  - (2) Recognition and use of acceptable language patterns.
  - (3) Application of elementary grammatical principles to usage with various parts of speech.

4. **Special communication skills.** The incoming (reading and listening) and outgoing (speaking and writing) phases of communication are compared and contrasted. After the student has been encouraged to take stock of his own facility in these skills, his attention is focused on their particular uses and purposes in various in-school and out-of-school situations.

- Objectives:
- (1) Understanding and improvement of speaking and writing skills.
  - (2) Understanding and improvement of listening and reading skills.
  - (3) Study and practice of specific communication skills; conversation and discussion, letters, summaries, investigation and report.

Specific emphases for each book are listed, chapter by chapter below. In addition to indicating the means whereby the foregoing objectives are to be gained, the list should provide a valuable perspective of the language program for the three grades. It will, furthermore, provide for teachers who work with only one grade a necessary view of the work of the others.

## BOOK 2

|   | CHAPTER   | EMPHASES   |
|---|---|--|
| PART 1<br><br>Words<br>and<br>Ideas           | 1. The stock of English words                                 | English as a world language<br>Some of the history of our language<br>British and American English   |
|   | 2. Increasing our stock of words                              | Relation between words and experience<br>Denotation and connotation<br>Using the dictionary  |
|   | 3. The kinds and uses of words                                | Name words — nouns and pronouns<br>Statement words — verbs<br>Descriptive words — adjectives and adverbs<br>Words that show relationship — prepositions and conjunctions<br>Exclamations — interjections |
|   | 4. Improving our use of words:<br>language and the real world | Abstract and concrete words<br>General and specific words<br>Figures of speech   |
|   | 5. Improving our use of words;<br>language and feeling        | Poetic language and fact language<br>Persuasive language<br>Name-calling   |
| PART 2<br><br>Arranging<br>Words and<br>Ideas | 6. Organizing our thinking: the<br>paragraph                  | Topics and topic sentences<br>Unity — sticking to the subject<br>Coherence — logical arrangement and connections   |
|   | 7. Organizing our thinking: the<br>sentence                   | Grouping sentence ideas<br>Unity and coherence   |
|   | 8. Sentence parts: subject and<br>predicate                   | Subject, predicate, and modifiers<br>Objects<br>Sentence fragments   |
|   | 9. Sentence parts: clauses and<br>phrases                     | Principal and subordinate clauses<br>Subordinate and co-ordinate conjunctions<br>Relative pronouns<br>Prepositions and prepositional phrases<br>Other kinds of phrases                                   |
|   | 10. Punctuating sentences                                     | Period and comma<br>Colon and semicolon<br>Parentheses and dashes<br>Quotation marks   |

|   | CHAPTER                           | EMPHASES   |
|---|-----------------------------------|--|
| PART 3<br><br>Grammar<br>and<br>Word<br>Usage | 11. Pronouns and nouns            | Subject and object forms<br>Subject forms with verb "be"<br>Possessive forms                                     |
|   | 12. Adjectives and adverbs        | Forms<br>Adjectives with special verbs<br>Comparative and superlative forms                                      |
|   | 13. Verbs                         | Agreement of verb and subject<br>Tense<br>Transitive, intransitive and linking verbs<br>Active and passive verbs |
|   | 14. Prepositions and conjunctions | Choosing exact prepositions and conjunctions<br>Prepositions, conjunctions and adverbs                           |
|   | 15. Pronunciation and spelling    | Standards of pronunciation and spelling<br><br>Using the dictionary  |
| PART 4<br><br>Special<br>Language<br>Skills   | 16. Speaking and writing          | Outgoing communication<br>Techniques of good speakers  |
|   | 17. Listening and reading         | Incoming communication<br>Kinds of listening and reading   |
|   | 18. Language as social behavior   | Guides to good conversation<br>Greetings<br>Introductions<br>Telephoning   |
|   | 19. Conversation by mail          | Qualities of good letters<br>Social notes  |
|   | 20. Investigation and report      | Organization and committee procedures<br>Information from print<br>Interviews                                    |

# BOOK 3

|  | CHAPTER                                   | EMPHASES  |
|--|---|---|
| PART 1<br><br>Words and Ideas              | 1. Words and human relations              | Problems of goodwill<br>Problems of meaning<br>Our language community                                   |
|  | 2. Words, things, and ideas               | Words as symbols<br>Words of many meanings  |
|  | 3. Fact language                          | Specific and general words<br>Words and experience<br>Words and reasoning<br>Words and emotions         |
|  | 4. Fiction language                       | Figures of speech<br>Abstract words   |
| PART 2<br><br>Organizing Words and Ideas   | 5. Sentence efficiency                    | Co-ordinate conjunctions<br>Subordinate conjunctions<br>Relative pronouns<br>Appositives<br>Participles |
|  | 6. Sentence parts and patterns            | Simple sentences<br>Complex sentences<br>Compound sentences   |
|  | 7. Developing ideas: the paragraph        | Examples and illustrations<br>Comparison and contrast<br>Cause and effect                               |
|  | 8. Developing ideas: longer thought units | Essays<br>Summaries and outlines  |
| PART 3<br><br>Special Communication Skills | 9. Kinds of speaking and writing          | Explaining and describing<br>Arguing and convincing<br>Relating stories and events                      |
|  | 10. Business meetings                     | Organization<br>Agenda and procedure<br>Committees and reports<br>Minutes                               |
|  | 11. Business by mail                      | Form<br>Message   |



|  | CHAPTER                                | EMPHASES  |
|--|--|---|
|  | 12. Reference materials and techniques | Dictionaries<br>Encyclopedias and textbooks<br>Periodicals  |
| PART 4<br><br>Word<br>Usage and<br>Grammar | Alphabetized handbook                  | Parts of speech<br>Agreement of word forms and meanings<br>Sentence parts<br>Usage standards<br>Punctuation |

## CORRELATION WITH OTHER SUBJECTS

Not only do teachers of other subjects employ aspects of language in their various subject areas, but teachers of language will find in the subject matter of other fields worthwhile ideas for composition. Literature, social studies, science, and health, for instance will provide ideas for writing. A full development of subject correlation is included in the Grade Seven Language Curriculum Guide 1966 (Interim).

If the language teacher teaches in other subject areas as well as language, the following patterns may be found to be profitable in an integrated program. Although the list is not exclusive, it will suggest most of the procedures carried out by effective teachers.

1. Teacher visits individuals or groups as they carry forward with writing or discussion activities; offers informal encouragement for additional clarification or practice; if the point applies generally, may discontinue or delay the activity in favor of a class lesson, or may simply note the point for later class teaching. (Examples: outlining or planning, speaking and listening habits, study reading, sentence structure, grammar, precise use of words, punctuation, spelling.)

2. Teacher and class together plan or review a unit of work. Teacher offers incidental language guidance, and/or follows up with a specific language lesson which generalizes language learnings and perhaps provides practice in areas beyond the subject integration uses text to focus class study and discussion, and for examples and work suggestions. (Examples: organizing and grouping ideas, summaries, paragraphing, grammar and usage.)

3. Teacher anticipates difficulties, giving advance instruction to groups or class: text is consulted for point of view, explanation, example, preliminary practice. (Examples: especially technique areas — investigation and reports, committee procedures, interviews, summaries, letters, group planning and discussion.)

4. Teacher and class have periodic round-table discussion on language standards in the class, with emphasis on constructive criticism and suggestion and the pointing up of remedial needs: text is called upon for clarification and practice exercises. (Examples: speak-

ing and listening habits, grammar and usage, sentence structure, use of phrases and clauses, punctuation.)

5. Teacher confers at length with individual students, or writes comments and suggestions on paper work; refers to relevant portions of text, and points up remedial needs and exercises. (Examples: paragraphing, sentence structure, organizing and grouping ideas, grammar and usage, punctuation, spelling.)

6. Teacher uses materials from other subject areas for criticism and analysis. This procedure may lead directly to organized textbook study and discussion, or may follow it as extra practice, or teacher and students may together read and discuss expository portions of text with a view to applying learnings to communication projects arising from various subject areas and discussion sections of the text itself. (Examples: any part of the language program — especially Part 1 of Book 2 and Part 1 of Book 3.)

### Use Of The Text

The text is thus called upon:

1. For reference — clarification and systematization of ideas about language, guidance in techniques and skills.

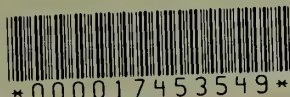
2. To directly introduce or motivate language learnings.

3. To make language extensions — i.e. to generalize beyond the correlation.

4. For discussion suggestions and practice exercises. (The further study and discussion sections at the conclusion of each chapter of the text should be regarded as suggestive or illustrative rather than prescriptive or restrictive. Alert teachers will not only learn to apply the foregoing suggestions flexibly to the teaching program, but will undoubtedly devise further kinds of integrated activity.)

It need hardly be added that not all teaching emphases must stem from or be referable to those of the text. Experienced teachers, particularly, will have contributions of their own — insights, organizations, and supplementary materials of proven value.

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